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ABSTRACT

The manual contains materials developed for Spanish-speaking parents in New York City's Community School District 3 that may be useful for other bilingual parent populations in need of English language learning. The materials include a message to parents, in both English and Spanish, about the goals of parent involvement and bilingual education, and articles on: encouraging parent involvement through relevant dialogs in English-as-a-second-language (ESL) classes (sample dialogs are provided); encouraging parent involvement through reading and discussing articles on parenting; parent-teacher workshop agendas to promote cooperation; materials on the culture and customs of the United States, to be used in parent programs; and computer literacy teaching materials. (MSE)

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COMMUNITY SCHOOL DISTRICT 3

Bilingual Demonstration Project
TITLE VII

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PARENTAL INVOLVEMENT

LOS PADRES PARTICIPAN

ENCOURAGING PARENT INVOLVEMENT THROUGH ESL, BILINGUAL PARENT-TEACHER WORKSHOPS, COMPUTER LITERACY CLASSES, AND THE BILINGUAL ADULT EVENING SCHOOL PROGRAM

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COMMUNITY SCHOOL DISTRICT #3

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Bilingual Parent Board meets with Ms. America Trinidad, President (left) and Ms. Linda Flores, Vice President (right) at P.S. 165.

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We are most grateful for the guidance and assistance of Tessa Harvey, Deputy Superintendent for Funded Programs and Mr. Gil Turchin, Director, Office of Funded Programs, and for their concern in developing Bilingual Programs of Academic Excellence for our bilingual children and parents.

Foreward

Parent Education Models in the United States have taken two main approaches: The first is based on the theories of humanistic psychology advanced by Maslow (1968) and Rogers (1967). The second is grounded on the theories of behavior modification as founded in the works of B.F. Skinner (1951, 1973) and outlined in W.C. Becker's *Parents Are Teachers: A Child Management Program* (1971). The latter seems the most popular approach in today's parent school programs. Parents are trained in a way to become behavior therapists for their children. In particular, the mother is the central agent in effecting behavioral change in the child's linguistic, social, academic, cultural, emotional, and physical growth and progress.

Community School District 3, Bilingual Parent Involvement Program of Academic Excellence (Title VII) was developed on the premise that bilingual parents working together with teachers can positively affect the academic achievement of their children.

Indeed, if parents' language proficiency in English is increased, and parents are provided with the necessary skills and knowledge to help their children learn at home, parents become partners with those who are given the awesome responsibility of educating the limited English proficient student in U.S. public schools. Moreover, parents and teachers together can utilize the pupils' native language to add linguistic and personal worth to the process of becoming a bilingual citizen in American society.

School District 3, Bilingual Parent Involvement Demonstration Project — Title VII, has been successfully developed, implemented, and evaluated on the humanistic principals of care and concern for the social, educational, and multicultural needs of its children, parents and community members.

The project represents an affirmation of the concept that if children have equal access to programs of academic excellence and caring educators to teach both the children and their parents, the end result will be the creation of individuals with the potential to "learn with the head" and "grow with the heart." Therefore, the limitations of language, culture, socio-economic status and other variables of I.Q. and reading achievement take on new meaning in the context of a responsive educational program which has successfully involved bilingual parents in the education of their children.

Under the able leadership of the Community Superintendent, District Office Staff, Parent Training Staff, Bilingual Teachers, Project Director, and Bilingual Parent Leaders, working closely with over four hundred supportive parents in District 3 schools, successes have been seen.

It is the hope of the contributors to the porject and to this manual that the steps to success that are being shared with the readers will be valuable to them in their work with similar parent populations.

Introduction

This manual is a compilation of materials — ESL dialogs, parent-teacher workshop agendas, articles on parenting, cultural materials, handouts, computer literacy teaching materials and the like — developed for the Spanish speaking parent in Manhattan's District 3 schools.

The value of these materials resides in their proven usefulness, reliability, high interest to parents, and applicability and adaptation to other local school parent programs. The uniqueness of these materials derives from the fact that they are designed for bilingual parent programs specifically, having been developed by the project staff for use with the parent populations being served at each school site.

The manual's purpose is to provide teachers, parent trainers, administrators and any interested staff with the ideas and tools for working with a similar bilingual parent population in need of learning English. Special emphasis has been given to helping the limited English proficient pupil learn in U.S. public schools.

A Message To Parents

ANDRES RODRIGUEZ, JR.
Project Director, Bilingual Parent Involvement Program of Academic Excellence, District #3

The concept of parent participation in our schools brings to our minds various images—some with positive, others with negative associations:

We think of Bilingual Parent Boards or Advisory Board and Associations, Committees, etc. . . as legitimizers of school policies, or innovative programs for children. . . It may be the only time we parents meet and participate with other concerned parents like ourselves — participation is not stuffing envelopes for a PTA meeting. . .

You think of the family or parent room in your school as a place where you may go and talk with other parents as long as it's beyond the gossip talk you hope you will never be part of — or the crises in education in American Society — affecting teachers, parents, and our children.

We think of the portrayal of our public schools by the media — T.V., newspaper, and radio — as institutions to which we can no longer trust the task educating our children. Or, we can acknowledge and praise most of our children's schools as an exception to the public rule.

But you and I can now recognize that the concept of parent participation in our schools brings a different image to our minds when we think of it as a common bond uniting us in the effort to achieve the educational goals we expect our children to attain within our schools, home, and community.

There are 8 important goals in educating all our children:

1. The first goal or task we have the responsibility to share in is in the **Development** of our child's **character,**
2. then — our **Aesthetic appreciation;**
3. Exploration;
4. Health;
5. Knowledge & skills;
6. Thinking skills;
7. Social skills; and
8. Economic relationships.

We must act, not discuss — to affect these other goals:

1. Equal education opportunity for all children to learn;
2. "Equal access to success"; and
3. "Maintaining high expectations" for all children.

We must believe that:

— All children can learn; and
— All children can be excellent in some special way.

We are all very enthusiastic that today children in our schools can learn with the aid of computers; but we also must consider that the use of technology in teaching our children is very important only in terms of its mechanical functions as a means to meet the very personal, academic, and social development skills of our children . . .

In the past decade — the 1970's — the federal government began funding numerous school programs having bilingual education designs. Now in this decade — the 1980's — the responsibility has begun to fall on the shoulders of our state and municipal localities.

The emphasis is now falling on "Who are the people collaborating to make a program successful, exemplary, and innovative?" It's no longer just the amount of dollars infused into a program, but *"Is it worthwhile to you and our children . . . and community?"*

Parent participation is a necessary component for all bilingual education Title VII programs; but no school-based model has been designed and implemented for such a demand except — and I proudly say so — the model program for our parents in School District 3 at P.S. 75, P.S. 84, P.S. 165 and recently at P.S. 145 and P.S. 163.

Based on past experiences and work with parents in our district — in particular with bilingual parents — we have found that the quality of interaction between the home and school is a very important determinant in the development of our children's language(s) (English and the home language) and in their acquiring basic academic/social skills.

We, educators and parents, must take upon as our mission the responsibility of helping all our children learn — in particular, those children who need to develop their English language skills so that they can participate more effectively in our educational school systems and society at large. Also we must help all non-native English speakers develop into psychologically and socially healthy citizens in our communities. We must continue to reinforce our children's positive self concepts and to value our multicultural and linguistic heritage. We must also help all native English speakers develop social, linguistic, and interpersonal skills within our school community.

Yes, we must continue to act together to bring about more effective communication between our schools and your homes so that we can learn better and understand what children are like.

In this decade of the 80's we must continue developing the understanding and abilities of parents to give home education support. Yes, our children — not the media, local newsletter, or whatever other means of communication can exist between the schools and home — **our children** are the most important carriers of information providing an image of the school and home as they learn to relate it to themselves and others.

Our children's daily reports about what they did and about how they feel about the home and school situation should not be underestimated.

Whether the child is aware of it or not, the teacher and parent play an active role in this message. If a child feels satisfied after a day that included more successes than failures in school, or more praises for what he/she has accomplished in your homes, he or she conveys one message to the family and school — through words, moods and other means of expression. If the child begins or concludes a day feeling frustrated or without real accomplishments or worth, he or she delivers another message to his home and school that day.

Acknowledgement of the impossibility of teaching all our children all important knowledge necessitates sorting out that which is universally important — the ability to learn itself. All available resources must continue to be tapped for this purpose. This is a deviation from the image of traditional education in our nation and the world.

As bilingual parent educators and Hispanic-Americans we must integrate our lives as rapidly as possible into our English speaking society. Yes, our supportive roles as parents participating directly in the school learning of children can help our schools tremendously in revising curriculum commensurate with information about the bilingual child within our community. We together must assume responsibility and accountability for our children's education.

Our changing partnership roles — parents as educators, and educators as parents — in this decade of the 80's starts when we say "we" "Parents and Teachers," working together. Let's "unionize" and form a lasting union. Let's take this message back to our school to bring about more effective communication strategies between the home and the school and to also help give shape to our children's educational achievements. Let's create a very bright future for all of us in our English-speaking, multicultural society.

Ms. Paulette Henderson, Parent Trainer at P.S. 165 (far right standing), helps parents write in English.

Parents enjoy role-playing dialogues.

P.S. 165 Parents represent other nationalities other than Spanish-Speaking.

Ms. Paulette Henderson uses visuals at P.S. 75 to teach vocabulary within a sentence context.

Mensaje a los Padres

Andres Rodrigues, Jr., Director del Proyecto para la Participacion de Padres Bilingues

El concepto de la participación de padres bilingües o hispano americanos en nuestras escuelas nos trae a la mente varias imágenes — algunas con asociaciones positivas, otras negativas.

— Pensamos del Comité Consultivo de Padres Bilingües o cuando la asociación de padres su reúne con la administración de una escuela;
— Visitamos el salón o lugar asignado como el Salón de Padres; ahí compartimos ideas con otros padres; hablamos de nuestros problemas del dia y los de la escuela;
— Evitamos también el chisme o el bochinche, como decimos, y muchas veces tenemos que participar en el doblar de sobres y papeletas anunciando la proxima reunión de la Asociación de Padres;
— Asistimos a asambleas para observar una función de los niños de la clase de su hijo o hija;
— Puede ser que la asociación de Padres de la escuela de su niño forme ciertos comités para que los padres organicen ciertas actividades culturales como la semana de la Celebración Panamericana;
— También los padres pueden reunirse en su escuela para asistir a una reunión de la junta escolar local de su distrito escolar que toman lugar por la noche.

La televisión, los periódicos y la radio nos pueden traer una imágen positiva de nuestras escuelas como también una negative de nuestras escuelas.

La mayoría de las veces la participación de padres está ausente en estos medios de comunicación en nuestras sociedad norteamericana. Pero si un acontecimiento negativo sucede en nuestras escuelas, a menos que no impidamos aparecer a través de la nación en la television, etc., lo sabemos de immediato.

Aparte de estas imágenes diferentes que nos llegan a la mente cuando hablamos de la participación de padres en nuestras escuelas, reconocemos un lazo comun que nos une en participar en los asuntos de la escuela: queremos asistir en el logro de las metas para la educación de nuestros niños;

1. queremos encargarles a nuestros maestros y administradores que nos comunique sobre el progreso académico y social de nuestros niños. Deseamos que **el carácter** del nino se desarrolle en virtudes y con buenos principios morales;
2. queremos que nuestros niños aprecien lo **estético** — sea la belleza en nuestra música, arte, y cultura hispana-americana y anglo-sajona americana;
3. queremos asegurar que nuestros niños funcionen en **buena salud mental y física;**
4. queremos que a nuestros niños se les permita **explorar libremente** todas las ideas y conceptos que los ayunden a desarrollar su inteligencia, talentos, e imaginación.
5. queremos que nuestros niños **adquieran los conocimientos y destrezas necesarias** para una educación de calidad como una educación gloval comprensiva;
6. queremos que nuestros niños **aprendan a pensar a través de su** aprendizaje, y que como tambien que **puedan expresar sus sentimientos ideas, y pensamientos.**
7. queremos que nuestros niños desarrollen las destrezas sociales necesarias para su desarrollo social y personal — junto a nosotros, los adultos, y a sus compañeros en la escuela y la comunidad.
8. queremos que las relaciones económicas de nuestra sociedad — sea en nuestras escuelas y el hogar — no limiten las oportunidades de nuestros niños y se provean oportunidades para acceso igual a una educación de logro de calidad;
9. todo niño sea pobre o de clase media o rico — nos muestra que no importa la clase ecnómica a la cual pertenezca un nino — tiene el derecho de recibir todas las oportunidades para una educación total;
10. Por eso es que nuestra participación como padres hispano-americanos tiene que continuar directamente en el proceso de la educación de nuestros niños. Y, nuestras altas expectativas para el exito de nuestros niños en las escuelas y en su hogar deben de ser reconocidas y logradas en nuestras comunidades; Tenemos que afirmar y creer que:
    — Todo niño puede aprendar; y,
    — Todo niño puede ser excelente.

Sí, también queremos que nuestras escuelas empleen nuevas tecnologías en la enseñanza de nuestros niños — como el empleo de computadoras y equipo electrónico y audio-vidual. Tenemos que considerar que la enseñanza tecnólogica es importante y un medio de enseñar a nuestros niños en terminos de sus funciones mecánicas, necesarias sólo para cumplir con las necesidades personales, intereses, aspiraciones y esperanzas individuales de nuestros niños, y no como un fin.

En la década de los años 70 con la ayuda de fondos federales y ahora en la decada de los años 80 con la responsabilidad cayendo más sobre el estado y nuestros municipios locales para establecer programs innovativos en la educación bilingüe nos ha ayudado nuestra colaboración como padres y educadores a desarrollar y establecer programas demostrativos y efectivos en nuestras escuelas (El énfasis está en los individuos de la comunidad que componen el programa). Aunque la participación de padres es un componente requerido de todo programa bilingüe establecido con fondos del gobierno federal, y conocido como el título VII, no hay ningún modelo reconocido que establezca como deben participar los padres en la educacion de sus niños excepto el programa que estoy al presente coordinando en al distrito 3 del West Side en Manhattan, Nueva York.

Pero se tiene que reconocer ahora que todos los padres bilingües pueden asumir un papel integral en el programa escolar de nuestros niños y pueden ayudar directamente a mejorar la calidad del proceso educativo de todos los niños.

Nuestras experiencias y colaboración con padres bilingües en nuestra comunidad escolar del distrito #3 en Nueva York nos indica que Uds, los padres bilingües, pueden y deben seguir su participación directa en el proceso educativo de sus niños de las siguientes maneras:

1. Se deben sentir libres de visitar y observar el trabajo de su niño como los de los otros, en el salón de clase.
2. Se necesita que continúen su participación y liderato en actividades sociales y culturales tanto en la escuela de su niño como en su comunidad.
3. Pueden ser valiosos en su papel como voluntarios o ayudantes de un maestro una maestra en el salón de clase.

Los padres toman el papel mas importante y legítima en ayudar a sus niños a crecer emocional e intelectualmente. Desde esta perspectiva, podemos sentirnos como los propietarios de nuestros programas de educación bilingüe. Al mismo tiempo, están defendiendo sus derechos civiles y creando estrategias efectivas en la comunicación de sus deseos, necesidades, aspiraciones y preocupaciones por todos nuestros niños y por nosotros mismos como padres y educadores.

Los estudios del Sr. Zigler, investigador, concluyen que la calidad de la interacción entre los padres y el hogar determina el desarrollo del lenguaje y las destrezas básicas como la lectura, la escritura, y la expresión de nuyestros niños. Se puede predecir en esta decada de los 80 y en los años que se aproximan la desaparición de programas educativos a través de toda la nación que se llevan a cabo sin tomar en cuenta la participación de los padres. Aquellos programas en los cuales participan los padres bilingües transmiten a todo padre un sentido de dignidad y de valor que también se les transmite a nuestros niños.

Es nuestro deber y necesidad como padres y educadores ayudar a nuestros niños con habilidad limitada en el lenguaje inglés para que puedan participar más efectivamente en la vida social, económica, cultural y en el proceso educativo. Tenemos que asegurarnos que nuestros niños se desarrollen sicológica y socialmente en un clima que sistemáticamente refuerce el concepto de valor de si-mismo y del valor de su herencia cultural y linguística como hispanoamericanos.

Las mejores relaciones públicas entre el hogar y la escuela son nuestros niños. Ellos le pueden transmitir a uno sus sentimientos del día; sus intereses en hacer o comprender sus tareas, y la calidad de la educación que se le ofrece en su escuela.

El portador más importante de la información que recibe en su hogar y en la escuela es el propio niño — que trae consigo una imágen de la escuela y de su hogar donde vive ye aprende.

Sus reportes del día en terminos de lo que ha logrado o como se siente no deben de ser despreciados.

Para el niño, este consiente o no, el padre y el maestro toman un papel activo en su informe diario. Si un niño se siente satisfecho al fin de su día, le aporta un mensaje positivo a su hogar y a su escuela a través de su habla, de sus estados de ánimo, a de cualquiera otros de sus expresiones.

Si un niño comienza o termina su día con frustraciones y se siente insatisfecho de sí mismo, o de otros en su vida, el niño trae un mensaje negativo ese día a su hogar y la escuela.

La participación directa de los padres bilingües en la educación du sus niños ha logrado mejorar y desarrollar al máximo el aprovechamiento de nuestros niños.

Tenemos que reconocer que es imposible enseñarles a nuestros niños, sea en nuestros hogares, comunidades, o en las escuelas, todos los conocimientos importantes que existen en los libros. Esto nos hace ver la necesidad de subrayar lo que es importante en un sentido universal — la habilidad y la satisfacción de aprender por si mismo. Tenemos que seguir explorando todos los recursos existentes en nuestros hogares, escuelas y comunidades para este próposito.

Nuestros papel como padres y educadores es el lograr que nuestros niños amen el aprendizaje para poder obtener cambios más positivos en esta década de los 80.

En esta decada de los 80 tenemos que continuar desarrollando los conocimientos y las habilidades de todos los padres bilingües para que puedan proveer el apoyo educacional que nuestros niños necesitan en la escuela y el hogar.

Es necesario que los hispanoamericanos aprendamos a desenvolvernos en esta sociedad y a hablar el idioma inglés. Tenemos que motivar a nuestros niños jóvenes para que también aprendan inglés en nuestras escuelas y puedan participar efectivamente en nuestra sociedad.

Recordemos que es necesaria nuestra colaboración para lograr una comunicación más efectiva entre el hogar y la escuela. Nuestra meta final es el éxito y triunfo de nuestros niños y de sus padres en esta sociedad norteamericana.

Encouraging Parental Involvement Through ESL Dialogues

PAULETTE A. HENDERSON
Bilingual Parent Involvement Program — P.S. 165, P.S. 75, Adult Evening Program: J.H.S. 54

Parents attend ESL classes and Parent-Teacher Workshops during morning hours.

For the past three years District #3 Bilingual Office has been providing ESL instruction during day and evening hours to parents who have children in the community schools. Not only have these classes helped parents improve their English language skills, but they have also stimulated parents to become more involved in their children's education, in school, at home, and in the community at large.

This section of the manual will show prospective parent trainers, teachers, demonstrators, and consultants how ESL instruction can be used to strengthen parental involvement.

WHO PARTICIPATED IN THE PROJECT?

Five hundred and eleven parents were enrolled in both the day and evening ESL classes. The great majority of them came from Spanish speaking countries. In addition to students of Hispanic origin, we had four students from China, three from India, two from Egypt, and during the evening 40 from Haiti. The level of education of the participants ranged from those who were illiterate in their native languages to those who had completed some university in their native countries. The great majority of the participants had the equivalent of a sixth grade education in their native countries.

DIALOGS

The parents were given a series of dialogs to enable them to practice conversation in settings and situations they might encounter outside the classroom. The dialogs were formulated with this particular student population and this particular parent program in mind. The dialogs progressed in difficulty as the students acquired more vocabulary and became more confident with their pronunciation and delivery.

Sometimes particular school or personal concerns voiced by the parents resulted in the creation of a dialog focusing on a particular topic. For example, Dialog #14 was written after a parent became homeless as a result of a fire. It served as a basis for a discussion on fire safety and prevention. Dialog #21 was written with a view to helping parents cope with their questions and anxieties regarding standardized city reading and math tests.

The week prior to the introduction of this dialog, parents had participated in a workshop given in their native language on reading and math scores as well as children's graduation requirements in New York City public schools. (New York City has a "promotional gates policy" that requires the attainment of minimum reading grade level scores before students can pass from grade 4 to 5, and from grade 7 to 8.) The intensity of parent interest in curriculum workshops outside the scope of the ESL class prompted me to write dialogs on curriculum topics to reinforce what was presented by their children's teachers, school principals, bilingual coordinators, and the project director.

What follows are several sample dialogs graded as to level of difficulty and suggested procedures on how to use them in the classroom or in the training of parents in your local school setting.

The suggested approach to the dialogs is meant as a guide for the teacher. Obviously, teachers do not have to follow this format rigidly. There are points at which more oral practice and drilling will be required, and individual teachers will want to vary their approach accordingly.

The dotted lines indicate good breaking points. Of course, the amount of time spent on a dialog will vary on any given day. As always, the instructor will develop the presentation that is best suited to his/her situation.

DIALOG #1

LEVEL OF DIFFICULTY: ELEMENTARY

PURPOSE:

- To practice various greeting and introductions
- To practice responding to questions about age, grade, and school a child attends
- To introduce parents and their children to the instructor and to each other
- To stimulate conversation between parents about their children's classes and school activities

PRESENTATION:

- Show (own) child and (own) child's picture. (As the parent of a grade school child, I found that showing pictures of my child heightened parent interest in the lesson. Instructors who are not parents might wish to show pictures of a child who is a relative.)
- Give child's name.
- Show (own) child's class picture. Give child's grade.
- Ask parents to name their children and if possible their children's grades.
- Read the dialog once to the class and have them listen.
- Pass out the dialog.
- Read it again, while the class follows along, reading silently if they wish. (Parents who do not have strong reading skills sometimes prefer simply to listen to it a second time.)
- Ask a few parents to come to the front of the class and read their parts. (There will always be a few brave or more advanced parents willing to try this. Reluctant parents should not be forced into this activity until they are ready. Just watching their

peers read to the class gives other parents a measure of confidence.

- Allow as many parents who wish to read to come up and do so. (This dialog has three characters. The first day as few as three or as many as twelve parents might be reading in front of the class.)
- Read the dialog to the class again, and have them read after you, in chorus, repeating after you, one line at a time.
- Go around the room and give each parent one line to repeat from the dialog (in sequence). Some parents will listen and repeat their line, others will try to read it. Since the instructor always gives each parent her line orally first, parents who do not have strong reading skills are able to participate and do not feel they have been "put on the spot" by this activity.)

. . . . . .

- Have parents read the dialog and subsitute their own names and their child's name and teacher.
- Ask if there are any parents who wish to practice the dialog at home and present it to the class the following day or week.

. . . . . .

- Ask if there any parents who wish to practice the dialog at home and present it to the class *from memory* the following day or week.

. . . . . .

FOLLOW-UP ACTIVITIES:

- **Unrehearsed conversation:** At some point in future lessons (as a warm-up, break, or closing activity) ask each parent one question from material learned in the dialog. Examples: "Do you have a daughter or a son?" "What's his/her name?" "Who's his/her teacher?" Some parents will be able to give more details than others about their children, but each parent will have a turn to successfully answer a question.
- **Paired work:** Have the students work in pairs and practice a few lines related to the dialog together. Put the lines on the chalkboard.

  Example: "Do you have a child at P.S. 165?"
  "Yes, I have a . . . . . " (daughter, son)
  "What's his/her name?" . . . . . .
  "Who's his teacher?" . . . . . .

  Students copy the conversation from the chalkboard and fill in the blanks. They practice the coversation in pairs for five minutes or so. Then each pair presents their conversation to the class.

DIALOG #4

LEVEL OF DIFFICULTY: ELEMENTARY

MRS. ROSA PEREZ: I am here for the Parent-Teacher Conference.
MS. ALVAREZ: Do you have a child here at P.S. 165?
MRS. PEREZ: Yes, I do. A son.
MS. ALVAREZ: What's his name?
MRS. PEREZ: His name is Danny Perez.
MS. ALVAREZ: What grade is Danny in?
MRS. PEREZ: He's in fifth grade.
MS. ALVAREZ: Who's his teacher?
MRS. PEREZ: He has Mrs. Flores.
MS. ALVARES: She's in Room 302. It's on the third floor.
MRS. PERES: Thank you.

. . . . . .

MRS. FLORES: Good evening, how are you?
MRS. PEREZ: I'm fine, thank you. I'm here for the Parent-Teacher Conference.
MRS. FLORES: Please have a seat. I'm with another parent, but I'll be with you in a few minutes.
MRS. PEREZ: That's fine.
MRS. FLORES: Please come in. I'm ready now.
MRS. PEREZ: Thank you. I'm Rosa Perez.
MRS. FLORES: Oh, are you Hilda Perez's mother?
MRS. PEREZ: No, I have a son. His name is *Danny* Perez.
MRS. FLORES: Oh, here is Danny's desk.

. . . . . .

PURPOSE:

- To ease parent anxiety about the upcoming Parent-Teacher Conference in November.
- To give parents confidence in asking for information needed to locate their child's teacher or other school staff.
- To help parents be specific in their dealings with the teacher.
- To motivate parents to attend the conference (Many parents were fearful of going.)

PRESENTATION:

- Ask parents if they are going to the conference.
- Ask parents if they know when it is.
- Write conference date and time on the chalkboard.
- Ask parents to name child's teacher.
- Read dialog once to the class and have them listen.
- Pass out the dialog.
- Read it again while the class follows along silently.
- Elicit questions about the dialog.
- Ask a few parents to come to the front of the class and read their parts.
- Read the dialog to the class again, and have them read with you in chorus, one line at a time.

. . . . . .

- Go around the room and give each parent one line to repeat from the dialog (in sequence).

. . . . . .

- Have parents read the dialog and substitute their own names, their child's name, and their child's teacher's name.

. . . . . .

- Ask if there are any parents who wish to practice the dialog at home and present it to the class the following day/week.

FOLLOW-UP ACTIVITIES:

Understanding which subjects are taught in school.

- List subjects taught in the school system and see if parents understand them.
- Ask parents if there are any subjects offered whose meaning is unclear to them.
- Have parents copy list of subjects and fill in their equivalents in their native language.
- Go around the room and check individual work.

Classification exercise for understanding school subjects.

- Put the following chart, or one like it, on the chalkboard:

Physical Education _____	1. Goes to the Museum of Natural History to learn about the Taino Indians.
Spelling _____	2. Adds the following numbers together: 3 + 6 + 9 + 2 = _____
Handwriting ____	3. Runs 200 feet in one minute.
Reading _____	4. Collects and labels leaves.
Mathematics ___	Corrects these words: Babby x **Baby** Mik x **Milk** uot x **out**
Social Studies _____	**6. Reads the story of** *Cinderella* to the class.
Science _____	7. copies these letters neatly: **A A A A A** **ab ab ab ab ab**

- First, read column two aloud, acting out certain activities for students who don't understand them.

- Next, have a student read the first column.
- Then have students decide which activity in column 2 would be most likely to take place in a Physical Education class.
- Write number 3 in the blank space next to Physical Education.
- Have students copy first column in their notebooks and match by number the activities which most closely correspond to the subjects.
- When students have finished, review answers with entire class.

Understanding the school grading system:

- Introduce parents to the grading system used in their children's school.
- Put the grade symbols on the chalkboard, their meaning in English, and the significance of each designation.
- Ask parents if they have questions about other grading symbols, and add those symbols to the chart.
- Have students copy chart. Go around the roomand check individual work.

ACHIEVEMENT

GRADE SYMBOL	MEANING IN ENGLISH	SIGNIFICANCE (In Spanish or other native language)
V+	Very, very good	Muy, muy bien
V	Very good	Muy bien
S+	More than satisfactory	Bien
S	Satisfactory	Regular
S—	Less than satisfactory	Un poco atrasado
N	Needs improvement	Necesita amejorarse

PARTICIPATION

F	Frequently	Participa con frecuencia
G	Generally	Participa por lo general
I	Infrequently	Participa con poco frecuencia

DIALOG #14

LEVEL OF DIFFICULTY:
INTERMEDIATE/HIGH INTERMEDIATE

ANA: We had a fire in our apartment last night.
LUCY: Is everything okay?
ANA: There was quite a bit of damage in the kitchen and hallway. But thank God we woke up in time.
LUCY: Do you have a smoke alarm?
ANA: Yes, don't you?
LUCY: No.
ANA: The landlord is required by law to provide one.
LUCY: Do I have to pay for it?
ANA: They can charge ten dollars for it, but they have to install it.
LUCY: Ten dollars extra a month?
ANA: No, it's a flat fee.
LUCY: Did you call the fire department when the alarm went off?
ANA: No, there was no time. In an emergency it's best to get out as quickly as possible.
LUCY: Not by the elevator.
ANA: Definitely not. Use the stairs or the fire escape. We went down the back stairs.
LUCY: There is no stairway exit from my apartment.
ANA: Then there should be a fire escape. Do you have access to a fire escape from your apartment?
LUCY: Yes, I do. From my kitchen window.
ANA: That's good.
LUCY: Can you use your kitchen now?
ANA: No. But my landlord has fire insurance, so I am going to get a new stove, sink, and refrigerator. And a paint job, too. But I don't know when.
LUCY: Would you like to have dinner at my place tonight then?
ANA: I'd love to.

PURPOSE:

- To teach parents fire prevention and safety.
- To teach parents their rights and obligations with regard to the New York City Fire Department codes.
- To give parents a forum to share their feelings about a recent fire in the neighborhood.

PRESENTATION:

- Ask parents if they know of a recent neighborhood fire.
- Encourage parent comments on what happened.
- If a homeless parent is present, encourage her to tell her personal story if she wishes to.
- Read dialog to class and have them listen.
- Pass out dialog.
- Read dialog again while class follows along silently.
- Elicit questions about the dialog (vocabulary, idioms, structures.
- Ask a few parents to come to the front of the class and read their parts.
- Read the dialog to the class and have them read with you in chorus, one line at a time.

. . . . . .

- Go around the room and give each parent one line to repeat from the dialog.
- Ask if there are any parents who wish to practice the dialog at home and present it to the class the following day or week.

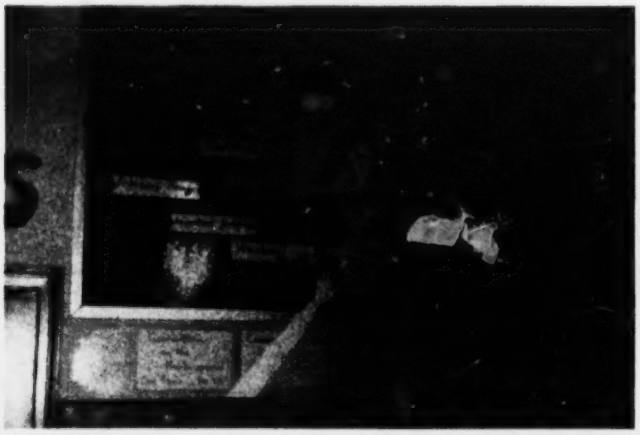
FOLLOW-UP ACTIVITIES:

- Ask if there are any parents who wish to write their own dialog or essay on this topic based on personal experience.
- Have a representative from the Fire Department come to the School and give a lecture on Fire Safety and Prevention.
- Have parents create a special bulletin board or exhibit in the school to teach the children about Fire Safety and Prevention.
- Following-up on a parent's suggestion, organize a drive to collect articles needed by the homeless parent as a result of fire loss.

DIALOG #21

LEVEL OF DIFFICULTY: INTERMEDIATE

MRS. HILDA FERNANDEZ: Good afternoon, Mrs. Flores.
MRS. FLORES: Good Afternoon, Mrs. ——?
MRS. FERNANDEZ: I'm Hilda Fernandez. I'm here to see you about Bobby's reading and math scores.
MRS. FLORES: Oh, yes. Please sit down. Let me get his folder. Boby Fernandez. What did you want to know?
FERNANDEZ: Is he reading on grade level?



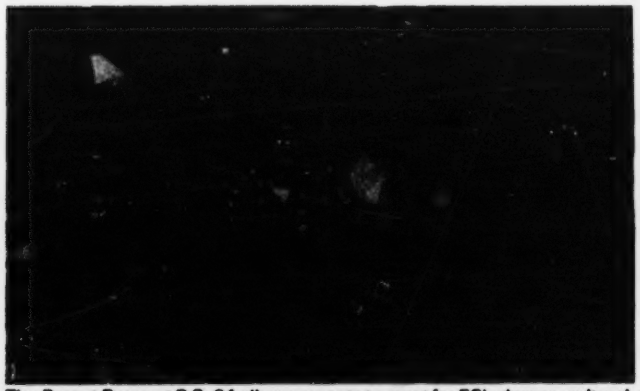
FLORES: Let me see. His score is 3.2. That's slightly below grade level.
FERNANDEZ: I don't understand. 3 means 3rd grade, doesn't it? And he's in the third grade.
FLORES: Yes, but he's been in the 3rd grade for eight months now. His score should be 3.8 to be on grade level.
FERNANDEZ: What does 3.2 mean?
FLORES: It means he's reading at the level of a child who has been in the 3rd grade two months.
FERNANDEZ: Does that men he won't go into 4th grade next year?
FLORES: No. But in 4th grade he needs a 3.7 to go into 5th.
FERNANDEZ: Oh, I was so worried. He still has time to improve. What about his math score?
FLORES: His math score is excellent. 5.1.
FERNANDEZ: That's like a child who's been in the 5th grade one month.
FLORES: Yes.
FERNANDEZ: What can I do to help him improve his reading?
FLORES: Read with him. Also, cut down on TV time. How much does he watch?
FERNANDEZ: Two hours every night.
FLORES: Make it one hour. I'm sure he'll make progress. He's a wonderful boy.
FERNANDEZ: Thank you, Mrs. Flores.

PURPOSE:

- To ease parent anxiety about the upcoming Parent-Teacher Conference in April.
- To inform parents about the meaning of standardized test scores on city-wide reading and math tests.
- To familiarize parents with promotion procedures (New York City "gates policy").
- To encourage parents to help their children at home.
- To encourage parents to attend the conference.
- To review ordinal numbers.

PRESENTATION:

- Ask parents if they are going to the conference.
- Ask parents if they know when it is.
- Write conference date and time on chalkboard.
- Write some sample reading and math scores on the chalkboard.
- Have students read the scores.
- Explain what the scores signify.
- At this point a parent often wishes to talk about her own child's score. Write this score on the chalkboard. Or, if no parent mentions a score, put an arbitrary score on the chalkboard.
- Call on another parent to explain the score.
- Write the child's grade in school next to the score.



The Parent Room at P.S. 84 allows parents to meet for ESL classes, cultural activities and computer courses.

- Introduce terms on, above, or below grade level.

(I would never urge or pressure parents to divulge their children's scores. But there are usually a few who are eager to do so, and who wish to have them interpreted.)

- Read the dialog to the class and have them listen.
- Pass out the dialog.
- Read the dialog again while class follows along silently.
- Elicit questions about the dialog (vocabulary, idioms, structures.)
- Ask a few parents to come to the front and read their parts.
- Read the dialog to the class and have them read with you in chorus, one line at a time.

. . . . . .

- Go around the room and give each parent one line to repeat from the dialog.
- Ask if there are any parents who wish to practice the dialog at home and present it to the class the following day or week.
- Put the following chart or one like it on the chalkboard.

STUDENT: JOSEFA CRUZ
4th Grade
April, 198—

Column A	Column B	Column C
		3.1
		4.8
		4.9
		5.0
		4.2

- Have students read column C and indicate whether the child is on, above, or below grade leve.
- Fill in column A with the word on, above or below.
- Reinforce the information by adding the symbol for on, above, or below in column B.

(The completed chart would look like this:)

Column A	Column B	Column C
below		3.1
on		4.8
above		4.9
above		5.0
below		4.2

- Information in the chart can be varied with respect to grade in school and scores for further practice.

Review of Ordinal Numbers:

- Often this is a good opportunity to review ordinal numbers.
- When a student mentions her child's grade, remind her to use an ordinal number.
- Have ordinal numbers wall chart handy to practice a review of ordinal numbers with the class (individual practice and/or chorusing).

Encouraging Parental Involvement Through Reading and Discussing Articles on Parenting

PAULETTE A. HENDERSON
Bilingual Parent Involvement Program
P.S. 165, P.S. 75, Adult Evening Program: J.H.S. 54

At different points throughout the program the class read newspaper and magazine articles as a group. Although this activity might seem too difficult for some beginning students, parents' extremely strong interest in the topics motivated them to tackle material on a level of difficulty they might not otherwise have been inclined to attempt.

These reading activities enabled parents to clarify the meaning of familiar sounding vocabulary, to acquire new vocabulary, and to learn current expressions and idioms not found in their dictionaries.

These activities also served as a basis for discussions in English. Parents who had up to this point felt insufficiently fluent in English to carry on an extended conversation found themselves participating in the discussions.

In addition to strengthening reading and speaking skills, this aspect of the program also gave parents valuable information on coping with parenting problems at home, in school, and in the community.

What follows are several sample articles graded as to level of difficulty and how to use them in the classroom.

KIDS

CHILDREN'S EXPRESS

Latchkey kids and their parents: Both have problems

PEOPLE WHO are working can't take care of their children during the day. But a lot of people can't afford day care. The kids have to stay with relatives and sometimes the parents have to leave the kids alone at home.

Sometimes the kids get in trouble. They might get into things or play with matches. If someone knocks on the door, they might just answer and they won't know who it is.

A kid gets really lonely. He might even start to cry, might get hungry. It's a bad situation.

Dana Friedman is an expert on the problems that happen when parents work. She told us, "Reports from fire departments and emergency rooms of hospitals show that between the after-school hours of 3 and 6 p.m., there is an increase in fires caused largely by young children who are home playing with matches and who don't know better. You'll also find that accidents have occurred and children have been brought into the emergency rooms because the parents were not at home."

Friedman also explained that the parents who are working are worried. They're thinking, "Oh, my child. She probably played with matches. I hope she didn't open the door. I forgot to tell her to take the food out." They're nervous so they're not really thinking about what they're doing.

"In fact," Friedman said, "studies have shown that on the assembly line at 3 o'clock, there's an increase in accidents among parents of latchkey children who are worried about their children coming home to an empty house."

A "latchkey child" is one who has to have a key around his neck so he will be able to get into the house.

"But what are parents to do?" Friedman asked. "A lot of times, they are left with no choice." She also pointed out that "a lot of parents are afraid to tell their employers that they need assistance because they don't want to make demands. During these difficult economic times, they're just grateful for having a job."

Friedman is trying to "give employers ways to make life a little more flexible." She has set up a "national clearing house of information on what companies all over the U.S. are doing to provide support to parents who work." It's only by making things better for working parents that things can be made better for latchkey children too.

This story was reported and written for Children's Express by Danielle Duclos, 8; Bria Gentry, 8; Blayre Josey, 11; Matthew Wolsk, 13. Assistant Editors: Nancy Gottesman, 17; Felicia Kornbluh, 17. Children's Express is real-world journalism reported entirely by children 13 years of age or under whose tape-recorded interviews, discussions, reports and commentary are edited by teenagers and adults.

LATCHKEY KIDS AND THEIR PARENTS: BOTH HAVE PROBLEMS

DAILY NEWS: **CHILDREN'S EXPRESS**

LEVEL OF DIFFICULTY: ELEMENTARY

PURPOSE:

- To increase vocabulary.
- To develop reading skills.
- To develop speaking skills.
- To stimulate discussion.
- To inform parents about childcare problems and to help them develop alternatives.

PRESENTATION:

- Introduce term "latchkey child."
- Ask parents if they know anyone who works and needs to make childcare arrangements.
- Pass out article.
- Read article, one paragraph at a time.
- Elicit questions on vocabulary, meaning, idioms.
- Call on more advanced parents to answer questions.
- Make translations into native language where necessary and if possible.
- Ask if any parents want to discuss a personal experience about childcare or latchkey children.
- Put a brief outline of the article on the chalkboard as a summary.

FOLLOW-UP ACTIVITIES

- Compile a list of possible alternatives to latchkey care that are available in the immediate community.

Organization _____
Address _____
Phone _____
Cost _____
Hours _____
Advantages _____
Disadvantages _____

School phobia: More than meets the eye

Daily News, Sunday, November 13, 1983

School phobia is not what you first may think it is. A school phobic child doesn't resent going to school so much as he fears leaving home. School phobia has less to do with school than it has to do with a child's very real need to remain home.

Dr. Rachel Gittelman, director of psychology at Columbia Presbyterian Medical Center, who is heading up a research project on school phobia, says that such a child is not a truant who skips school to play around the neighborhood.

"These children feel uncomfortable, frightened about being away from home," says Gittelman. "When they are in school they are worried about what's happening at home."

Gittelman says that the root causes of school phobia are not yet known, although it is obviously a form of separation anxiety at an extreme.

While a young child's fears are general, centered on being away from home, an older child will have better articulated fears, such as the house is being robbed, or a parent has been hurt.

The reason the phobia is associated directly with school is that it is the chief source of separation from home for most children. "A child playing, for example, has the freedom to run home and check things out," says Gittelman. "Keeping check on things at home is important to these children."

What also is known about school phobia is:

- It can start anytime during the school year.
- A child is ashamed of his fears and will use guises, such as sudden illnesses, to stay home.
- A child may become genuinely ill from anxiety, either late the night before or on the morning of a school day.
- A phobic child usually has trouble sleeping. One mother reports she'd wake to find her son huddled in blankets outside her door.
- In every respect, the child's drive is to stay with the family, avoid excursions, camp, etc., and cling to one or both parents. As one mother said: "My son has made me a prisoner."

Free evaluation and treatment for a school phobic child is available at Columbia Presbyterian Medical Center. Call 960-2596.

SCHOOL PHOBIA: MORE THAN MEETS THE EYE

DAILY NEWS

LEVEL OF DIFFICULTY: INTERMEDIATE

PURPOSE:

- To increase vocabulary.
- To develop reading skills.
- To develop speaking skills.
- To stimulate discussion.
- To inform parents about school phobia and to help them analyze and cope with particular problems.

PRESENTATION:

- Introduce term "school phobia."
- Tell an anecdote about school phobia.
- Pass out article.
- Read article, one paragraph at a time.
- Elicit questions on vocabulary, meaning, idioms.
- Call on more advanced parents to answer questions.
- Make translations into native language where necessary and if possible.
- Ask if any parents want to discuss a personal experience about school phobia.
- As a summary, elicit possible causes for school phobia and suggested remedies and list them on the chalkboard. (The article is general with respect to causes. In our discussion, parents became more specific in their attempts to analyze particular situations, and they were greatly helped by the interaction and exchange of ideas.)
- The article does provide a specific referral for evaluation and treatment. This can be copied onto the chalkboard for emphasis.

FOLLOW-UP ACTIVITIES:

- Have parents compile a handbook of suggestions for handling school phobia based on the class discussions.

CLARENCE DAVIS DAILY NEWS

It is obvious here in St. Luke's playroom that not everything that happens in a hospital hurts

Preparing your child for the four stages of a hospital stay

By SHERRYL CONNELLY

Second of a two-part series

FAMILY HEALTH

THE FIRST STEP you take in preparing your child to go the hospital is to prepare yourself. Explain that when you were little and went to the hospital you were frightened. That lets her know she can tell you about her negative feelings. What you don't let a child know is how very frightened you may be.

It is important to explain precisely why and what is happening. Small children make up reasons for what they don't understand, and may believe they are being punished.

Loosely defined, there are four phases of a hospital stay for which you can prepare your child:

• Pre-admission: Tour the hospital before admittance. Watch your child's face to get clues as to what frightens her. Discuss things, but don't overwhelm with explanations.

Take her to the playroom. She needs to come away with a memory of kids playing to soften those of beds and hospital equipment. Too, point out the nursing station as a place where there is always a kind adult who can help her.

When you're packing the bag to go, let your child make certain choices as to what to take. Include favored, familiar objects.

• First day: Hold your child's hand. If he is to undergo an operation, or any procedure that involves separation from you, stress to him you will be waiting for him to return.

If the child is to be sedated, he may be afraid that he will wake during the operation, or that he won't be able to wake up at all. In his book "Mister Rogers Talks With Parents," Fred Rogers recommends saying something like: "The doctor will give you a special kind of medicine that will make you go to sleep. It's a medicine that will keep you asleep and you can't wake up until the doctor decides the operation is all over. Then you *will* wake up." Don't use the phrase "being put to sleep."

• Convalescence: Make the child's surroundings familiar by letting her know where the bathroom is, how to get to the playroom, how to work the TV. Having a phone in her room lets her know she can get you at all times.

Continue to let her make choices when she can. Also, accept that a child usually doesn't eat well. Don't use threats; instead, bring treats from home.

In general, you be the one to do whatever is done to your child whenever it's permitted. That includes everything from playroom introductions to physical therapy.

• Post-homecoming: Your child may not be able to deal immediately with what's happened. But encourage her, as time passes, to play pretend hospital. In that way you'll be able to pick up clues as to her lingering fears.

The Association for the Care of Children's Health has two pamphlets for $1 each: "A Child Goes to the Hospital" and "Preparing for Repeated or Extended Hospitalization" (English or Spanish). Write to the association at 3615 Wisconsin Ave. N.W., Washington, D.C. 20016

TV Savvy

Here's how to put the beast in its place—and keep it there.

By Vicki Lansky

Ninety-eight percent of American families are reported to have at least one television set in their homes. The few who choose not to have television report in surveys that their families are closer and read more than other families, take more walks, spend more time on arts and crafts, and talk to one another more often and more constructively. Most parents feel, however, that with reasonable control over the amount of time spent before the set and the kinds of programs allowed, the entertainment and educational opportunities television affords make it an enhancement to family life.

Where *not* to put your television.

- NEVER in a child's room, except when the child is ill and must stay in bed.
- NOT near the dining-room table—it will kill your dinnertime conversation.
- NOT in the room where people usually read or play games.

How much?

- Schedule the number of hours of TV you want to permit, and enforce your schedule, except in rare cases. One poll turned up the fact that grade-school kids watch television an average of more than twenty hours a week. Some educators feel that ten hours is more than enough.
- Ask for evidence that kids are *not* watching too much TV: books read, new skills learned, projects completed. You may wish to adjust television time accordingly.
- Check your child's mood shifts, changes of personality, and level of irritability after a period of TV watching. Kids can become confused with too much stimulation. Also watch for eyestrain and headaches.
- Set family priorities: homework, exercise, shared activities, bedtime. Fit in television watching as it best suits your life-style.
- Be selective about even "good" programs. Too much of *anything* is too much.
- "Don't deprive a child of TV as a punishment or use it as a reward," say some experts. Not all parents agree. Some allow extra TV time for doing extra chores, reading, practicing music, or getting good grades. And some take away time for infractions of house rules or subtract small sums from allowances as "payment" for extra viewing hours.
- Keep puzzles, games, art materials and building toys near the set. The kids may become involved and cut down even on time allowed.
- Be aware that a black-and-white portable set will be less appealing than a big one with color and thus may be watched less.
- Limit TV time without actually saying no by using a plug lock or by removing knobs or antenna.

What programs?

- Review the TV schedule weekly together and select programs family members will watch alone and together.
- Let each child circle, with a different colored marker, one program he or she wishes to watch each day. Al-

Illustrated by Robert Grossman

ternate choices if there are conflicts.

● Urge selection of documentaries, music, and classic stories, but remember that kids can learn a great deal from other kinds of programs—good sportsmanship, for example, from sports broadcasts (which may sometimes teach what *not* to do).

● Help your child categorize the kinds of programs he or she watches: [illegible]oons, family shows, sports, situa[illegible]edies, news, and information—[illegible]y to broaden the spectrum.

● Cross [illegible] forbidden shows in the schedule, [illegible] censor sparingly in order to a[illegible] the forbidden-fruit syndrome.

● [illegible] off the set when there's an a[illegible]ent about a program.

● Set little tasks to go along with TV watching. For example, ask your child to rank shows he or she watches alone on a scale of 1 to 5, and to explain the decision to you.

● On [illegible], your child keep[illegible] log and [illegible]e down a certain numb[illegible] of unfamiliar words heard or seen e[illegible] week, then look them up or talk [illegible] you about them.

Watching TV together.

● Share some viewing time w[illegible] the kids (their shows as well [illegible] yours). Some experts say chil[illegible]n should spend no more than half [illegible]eir TV time alone.

● Express your disapproval [illegible] characters' behavior, of specific a[illegible]ons, or of a whole program, and e[illegible]ain your reasons.

● Make your comments general, to your spouse or to all the watchers, when older children who dislike being "lectured" are present.

● Watch your child as he or [illegible]e watches a show to catch [illegible] fear, overexcitement, or admiration of something of which you disapprove.

● Spend more time with your child after the show, talking it over. "Let the child initiate the conversation," some say, but others believe you should start the talk by asking questions about characters or events the child liked or disliked.

● Talk about the differences between real life and make-believe, about violence and how it could be avoided, about ads for food and toys and how they can mislead.

● Point out the differences between television and newspaper approaches—that in television news programs stories often start on a low note and build toward a climax, while in newspapers the climax is presented in the lead and the details follow, and that newspapers are able to present more stories and different kinds of stories not suitable for TV.

● Combat sexism by watching, with your child, for examples of women who are competent in a variety of jobs and who are portrayed as individuals, not stereotypes. Watch, also, for characters who care about others and people from other cultural and ethnic groups.

Conversation starters.

● "That looks like fun, as long as you realize it couldn't really happen."

● *"I think they could have talked it over instead of fighting."*

● "How much sugar do you suppose is in that cereal?"

● *"Could you do anything with that toy besides just looking at it?"*

● "Did you notice how they built up the suspense in that news story, not telling us how things came out until the end? In newspaper stories, they usually tell us the end first, then fill in the details."

● *"I admire that lawyer. Lots of women are getting into law school these days, I hear."*

● "Would you like to do that woman's job? It seems to take a lot of strength."

● *"I like the way that character seems to really care about the others. So many times people seem to care only about themselves."*

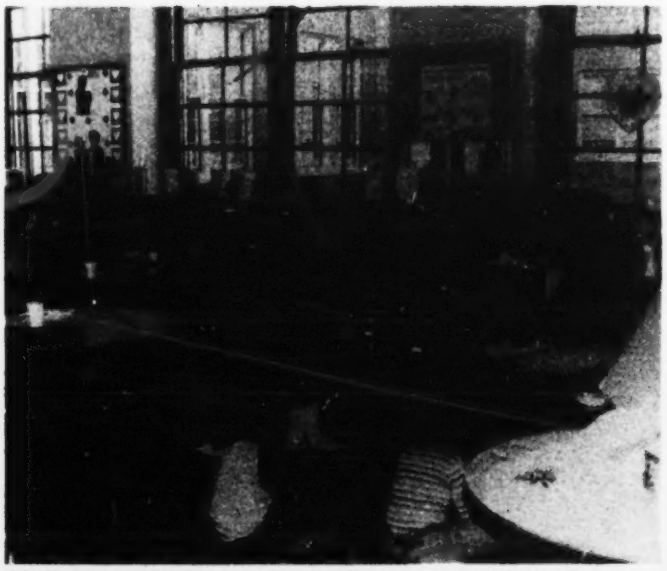
● "It's interesting to see how being brought up in a different country makes a person look at things in different ways."

● *"Did you know people wore clothes like that in India? Do you suppose they're cooler than our clothes?"*

● "Do you think that's the way old people (or secretaries, or detectives, or doctors) really act or feel?"

● *"Is that a real audience laughing or just a laugh track, to let us know what we're supposed to think is funny?"* ●

Vicki Lansky is the author of the forthcoming "Vicki Lansky's Practical Parenting Tips For Parents of School-Age Kids" (Meadowbrook), from which this article is excerpted.



Ms. Ruth Lopez, Kindergarten Bilingual Teacher, conducts Parent-Teacher Workshop. She models teaching techniques with pupils.

PREPARING YOUR CHILD FOR THE FOUR STAGES OF A HOSPITAL STAY

DAILY NEWS: SHERRYL CONNELLY

LEVEL OF DIFFICULTY: HIGH INTERMEDIATE

PURPOSE:

- To increase vocabulary.
- To develop reading skills.
- To develop speaking skills.
- To stimulate discussion.
- To help parents prepare their children for a hospital stay.

PRESENTATION:

- Ask parents if any of their children ever had to be hospitalized.
- Ask if children expressed any fear before, during, or after their hospital stay.
- Pass out article.
- Read article, one paragraph at a time.
- Elicit questions on vocabulary, meaning, idioms.
- Call on more advanced parents to answer questions.
- Make translations into native languages where necessary and if possible.
- Ask if any parents want to discuss a personal experience about taking their child to the hospital.

FOLLOW-UP ACTIVITIES:

- Have students write to The Association for the Care of Children's Health listed at the end of the article for two pamphlets offered.
- Bring in and/or have students bring in items a child might wish to take to the hospital. EXAMPLES: doctor kit, favorite animal, pillow or blanket, chart on parents' schedule and/or visiting schedule while child is in the hospital, pictures from home, books on going to the hospital, books of games, puzzles, and things to do while convalescing. Have students give a brief talk on the value of the various items.

TV SAVVY—HERE'S HOW TO PUT THE BEAST IN ITS PLACE AND KEEP IT THERE

PARENTS MAGAZINE: VICKI LANSKY

LEVEL OF DIFFICULTY: ADVANCED

PURPOSE:

- To increase vocabulary.
- To develop reading skills.
- To develop speaking skills.
- To stimulate discussion.
- To introduce statistical terms (polling and averaging).
- To develop parent-child activities.
- To help parents monitor their children's TV viewing.

PRESENTATION:

This article is quite difficult. It contains a lot of new vocabulary, has some very long sentences, and is packed with lists of information. However, the topic is of vital interest to all parents. It is probably best to present it over the course of several lessons. I divided it into three sections: Limiting TV Time, Choosing Programs, and Educating Children About TV.

LIMITING TV TIME

- Take a class survey of time parents' own children spend watching TV using the following table:

CHILD	HOW MANY HOURS A DAY

HOURS: Total _____ Class Average _____

- Pass out article.
- Read first paragraph together. Because this is an advanced class, parents may wish to take turns reading it.
- Elicit questions on vocabulary, meaning, idioms.
- Call on more advanced parents to answer questions.
- Make translations into native languages where necessary and if possible.
- Put heading LIMITING TV TIME on the chalkboard.
- Read section "Where Not To Put Your Television" together.
- Summarize "Where Not To Put Your Television" by listing its main points under LIMITING TV TIME. Elicit and add parent suggestions.
- Poll parents on how many hours of TV a day (or a week) they feel children **should** watch.
- Put results of the poll on the chalkboard.
- Compute a class average. Compare this average with the first one on **actual** time watched.
- Read "How Much?" one section at a time. Add further suggestions under the heading LIMITING TV TIME.
- Leave a blank box next to each suggestion for comments.
- After listing suggestions for limiting TV time, invite parents to add further suggestions of their own.
- When all of the suggestions have been completed, poll parents as to which suggestions they feel are most likely to work. Put parent comments in the blank boxes next to each suggestion.

Although most parents were in favor of keeping puzzles, games, and toys near the set, the majority reject the suggestion of using a plug lock. They felt this was unsafe since it might lead to tampering with outlets and plugs in general.

The use of polling to elicit opinions helped parents to feel confident about expressing themselves. It demonstrated that there are no "right or wrong answers" when it comes to commenting on what they have read. They also realized that changing an opinion as a result of a discussion was not an indication of weakness or previous error on their part, but rather an indication of expanded thinking.

CHOOSING PROGRAMS

PRESENTATION:

- This section overlaps somewhat with LIMITING TV TIME and EDUCATION. A useful way to present this is to begin with a definition of terms describing the types of programs.
- Prepare a three column chart. In the first column list the term, in the second a simple definition, and in the third, a TV show that illustrates the definition. For example:

TERM	DEFINITION	EXAMPLE
Documentary	Film or television show that presents facts about a particular topic.	"Great Railway Journal of the World: World's highest train ride in the Peruvian Andes"
Situation Comedy	Humorous TV show usually having the same characters who appear in different stories each week.	"Three's Company"

- Have parents give some other examples. Elicit names of other shows children watch, and have class try to classify them.
- Elicit parent opinion as to which types of programs are suitable for their children.
- Read "What Programs?" together. Since some of the terms will have already been defined before reading this section, there may be less questions as to meaning.
- Together with other parents, develop a brief outline of suggestions on choosing programs.

EDUCATING CHILDREN ABOUT TV

PRESENTATION:

- Read "Watching TV Together" and "Conversation Starters."
- With the class, outline some of the suggestions about educating a child as to what he or she is watching. Since some of the suggestions are entire topics in themselves, they might lend themselves to a parent-child follow-up activity.

FOLLOW-UP ACTIVITIES — Parent-Child:

- **Sexism and TV:** Have parent and child prepare together a scrapbook or notebook showig women from TV shows who are competent in a variety of jobs. The notebook might include a newspaper cut-out of the woman, the name of the actress and the TV character, and the reasons why the child feels this person is competent and independent. The child could add articles and reviews of the show as he or she encounters them.

  A second notebook might include examples of negative stereotyping.

  This activity provides a child with valuable preparation for future homework assignments.

  Skills taught: Organizing material
  Researching a topic
  Character development
  Supporting an opinion with specific examples

Professionals from the community — Ms. Aida torres, Con Edison, and a police officer discuss safety topics with parents at P.S. 84.

Parents As Partners
Parent-Teacher Workshops

ANDRES RODRIGUEZ, JR.
Project Director, Bilingual Parent Involvement Program of Academic Excellence, District #3

PARENT-TEACHER WORKSHOPS

Parental involvement in the classroom and school program must take shape around what their children learn from their teachers, outside environment, and media.

The development of parent-teacher workshops unites the efforts of school teaching to home-supportive ways of learning. Parents successfully carry out instructional strategies to assist their children learn in the home and community environment if the school presents relevant teaching and learning strategies to parents and curricula that is commensurate with their children's needs and aspirations as well as their own.

Time schedules for Parent-Teacher Workshops were conducted during the morning (9:00 a.m.) and in the evenings (once a month at each school). Grade-level parent-teacher workshops proved successful. There was always a need for the Reading teacher to supplement the evening's workshop content.

This section contains outline samples of Parent-Teacher Workshops and ideas for developing the content of these sessions. School teachers engaged in developing their own materials for these parent-teacher workshops. In the case of non-English reading parents, some materials were translated and/or adapted in Spanish by the Project Director and school staff to train parents in content areas of the curriculum.

Parental involvement in the school becomes very meaningful if aimed at the educational promotion of their children's learning and asking the parents to interchange roles with the classroom teacher in educating the child.

SUGGESTED AGENDA SAMPLE IN ENGLISH LANGUAGE

BILINGUAL PARENT WORKSHOP

Title: "Preparing for the Parent-Teacher Conference"

Presentor: Mr. Andres Rodriguez, Jr.
Bilingual Demonstration Project Director

Agenda Topic: "Child's School Background — How to Inform the School."

I. SCHOOL BACKGROUND
- a. School Attendance
- b. Grades
- c. Excellent Areas
- d. Problem Areas
- e. Reading
- f. Homework
- g. Special Help
  - 1. lessons
  - 2. tutors
- h. Attitudes and Feelings

II. CHILD'S HOME BACKGROUND
- a. Family Members
  - 1. ages
  - 2. relationships
- b. Language(s) Spoken
- c. Child's Interests
  - 1. Television
  - 2. Radio
  - 3. Books
  - 4. Magazines
  - 5. Activities (trips, vacations)
- d. Child's Responsibilities

III. CHILD'S NUTRITION
- a. foods
- b. snacks

IV. CHILD'S BIRTH HISTORY
- a. prenatal
- b. birth
- c. talk
- d. walk
- e. toilet-training

V. CHILD'S MEDICAL HISTORY
- a. hearing
- b. vision
- c. speech
- d. general health
- e. sleep
- f. doctor's check-up
- g. hospitalization
  - 1. operations
  - 2. accidents
  - 3. illnesses (asthma, convulsions, allergies)

VI. CHILD'S MOTOR DEVELOPMENT
- a. catching
- b. throwing
- c. balancing

VII. CHILD'S SOCIAL-EMOTIONAL DEVELOPMENT
- a. attention
- b. personal tragedies
- c. friends
- d. family
- e. reading problems
- f. important problems
- g. participation

VII. PARENT'S HOPES FOR CHILD
Speak about these to your child's teachers and school staff.

PARENT HAND-OUT

BILINGUAL PARENT INVOLVEMENT DEMONSTRATION PROJECT

Parent-Teacher Conference

SCHOOL _____

PRINCIPAL _____ DATE _____

MY CHILD'S NAME _____ AGE _____

CLASS _____ SUBJECT _____

TEACHER(S) _____

ENGLISH _____

MATH _____

SCIENCE _____

SOCIAL STUDIES _____

ART _____

GYM _____

SPANISH _____

MY CHILD NEEDS HELP IN:

1. _____
2. _____
3. _____
4. _____

EL PROYECTO DEMOSTRATIVO BILINGÜE PARA LA PARTICIPACIÓN DE PADRES

La Conferencia de Padres y Maestros

ESCUELA _____ FECHA _____

DIRECTOR _____

NOMBRE DE MI HIJO/HIJA _____ EDÁD _____

CLASE _____ CURSO DE LECTURA (nivel) _____

MAESTRAS/MAESTROS _____

INGLÉS _____

MATEMÁTICAS _____

CIENCIAS _____

ESTUDIOS SOCIALES _____

LAS ARTES _____

GIMNASIO _____

ESPAÑOL _____

MI HIJO/HIJA NECESITA AYUDA EN:

1. _____
2. _____
3. _____
4. _____

SUGGESTED AGENDA TOPIC IN SPANISH

EL PROYECTO PARA LA PARTICIPACIÓN DE PADRES BILINGÜES — TÍTULO VII

El taller de Padres Bilingues

Titulo: "Ayudando a nuestros hijos a estudiar y a hacer las tareas"

AGENDA

I. Presentaciones: **Andres Rodriguez, Jr., Coordinador**
Conferenciante: **Dra. Francis Segan,** Especialista Bilingüe de Currículo

II. Las Destrezas del Estudio
1. bosquejar información
2. localizar información
3. ordenar información
4. revisar información
5. resumir información

III. Métodos para hacer las tareas
1. Repaso
2. SQ3R = Inventario
Preguntas
Lectura
Recitar
Repaso

IV. Recomendaciones

SUGGESTED AGENDA FOR DISCUSSION

BILINGUAL PARENT INVOLVEMENT DEMONSTRATION PROJECT

Bilingual Parent Workshop

Workshop Title: How Parents May Help Their Children Become Successful Readers

Presentor: Andres Rodriguez, Jr., Project Director

AGENDA

I. Screening the Bilingual Reader
A. The Child's Background
1. School Background
2. Family Background
3. Health Background
a. medical history
b. developmental history
c. social emotional history
d. nutrition history
B. The Child's Physical Abilities
1. Vision
2. Hearing
3. Perceptual — Motor
C. The Child's Mental Abilities
1. Language Expression
2. Language Reception
3. Conceptual Development

II. Clinical Teaching
A. Diagnostic
B. Prescriptive
C. Case-Study Report
D. Follow-up Services for the Bilingual Child

III. Recommendations

SUGGESTED AGENDA DISCUSSION IN SPANISH

EL PROYECTO BILINGÜE-BICULTURAL PARA LA PARTICIPACIÓN DE PADRES — TITULO VII

ESCUELA: _____ FECHA: _____

El Taller de Padres Bilingües

Titulo del Taller: "El Proyecto Demóstrativo Bilingüe de la Clasificación y Enseñanza Clínica de Lectura: Como los Padres Pueden Ayudar a sus Niños a llegar a ser lectores triunfantes."

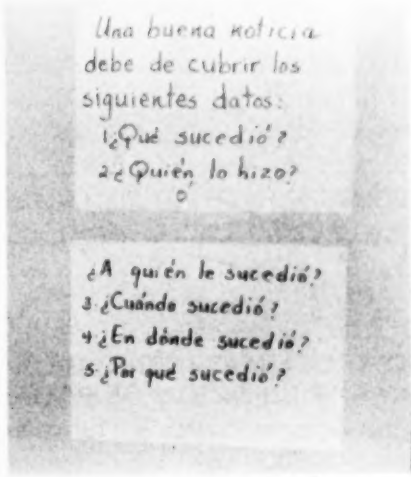
Conferenciante: **Andres Rodriguez, Jr.**
Coordinador del Proyector

AGENDA

I. La Clasificación del Lector Bilingüe
   A. El Historial del niño
      1. El Historial Escolar
      2. El Historial del Hogar
      3. El Historial de Salúd
         a. Historial medico
         b. El desarrollo Socio/Emocional
         c. El desarrollo físico
         d. Su alimentación
   B. Las Necesidades fisicas del niño
      1. La visión
      2. La audición
      3. El desarrollo Perceptivo y la Coordinación motora
   C. Las Habilidades Mentales del Niño
      1. La Expresion del Lenguaje
      2. La Recepcion del Lenguaje
      3. El Desarrollo Cognoscítivo

II. La Enseñanza Clínica de la Lectura
   A. Diágnostìco
   B. Prescripción
   C. Informe Análitico
   D. Continuacion de Servicios Para el Niño Bilingüe

III. Recomendaciones



PARENT-TEACHER CONFERENCES
WERE HELD EVERY MONTH
BY GRADE LEVEL.

SUGGESTED AGENDA IN CURRICULUM

BILINGUAL PARENT WORKSHOP

Title: "Teaching Reading through Social Studies in English/Spanish"

AGENDA

I. Introduction to Social Studies
Curriculum - Board of Education N.Y.C.
Andres Rodriguez, Jr.
A. Grades K-6 Course of Study
B. Scope and Sequence

II. Teaching Reading through Social Studies
A. Vocabulary Skills
B. Comprehension Skills
C. Work-Study Skills

III. A Demonstration Lesson
Mr. Rafael Figueroa
Educational Assistant
Bilingual Demonstration Project: P.S. 165

SUGGESTED SPANISH LANGUAGE AGENDA

EL TALLER DE PADRES BILINGUES

Titulo: "La Enseñanza de Lectura a través de los Estudios

AGENDA

I. Introducción al Curriculo de Estudios Sociales
La Junta de Educación N.Y.C.
Andres Rodriguez, Jr.
A. Los Grades K al 6 el Curso de Estudios
B. El Contenido y La Secuencia

II. La Enseñanza de Lectura a través de Los Estudios Sociales
A. Las Destrezas del Vocabulario
B. Las Destrezas de la Comprensión
C. Las Destrezas del Estudio

III. Una Lección Demóstrativa
Sr. Rafael Figueroa
Asistente Educacional
El Proyecto Demóstrativo Bilingüe, P.S. 165

Social Studies Curriculum—Grades Pre-K to 6th
Adapted from the New York Board of Education
Curriculum Guides in Social Studies:
Suggested Discussion by Grade Level

EL CURRICULO DE ESTUDIOS SOCIALES ALGUNAS TEMAS POR GRADO ESCOLAR

Grado Pre-Kindergarten: Orientación del mundo en que vivímos.
—Desarrollar respeto própio e Individualidad.
—Relacionarse con la gente.
—Participar en responsabilidades y esperar futuras recompensas.
—Observar como el cambio del tiempo afecta lo que hacemos.
—Darse cuenta que algunas personas y lugares estan lejos y otras cercas.
—Entendar que hay dias especiales.

Grado Kindergarten: El niño en su medio ambiente: la escula y el hogar.
—Vivímos juntos en la clase.
—Vivímos juntos en la escuela y sus alrededores.
—Como la familia resuelve sus necesidades.
—Algunas necesidades las cubren personas que trabajan lejos.
—Nos adaptamos al cambio.
—Celebramos dias especiales juntos en la escuela y en el hogar.

Grado 1º: Vivímos y trabajamos unidos en la comunidad.
—Dias de fiesta. ?Por que?
—La gente vive en grupos: familia, comunidades, estados, países.
—Muchos trabajadores proveen muchos servicios.
—El gobierno provee servicios para cubrir necesidades que tienen las personas.
—Relaciones de unas comunidades con otras.
—Cambios que ocurren en las comunidades.

Grado 2º: Como la gente vive en comunidades alrededor del mundo.
—En New York y alrededores
—En otras ciudades U.S.A.
—en otras ciudades del mundo.
—La Comunicación nos une.
—La transportación nos une.
—Dias especiales y costumbres.

Grado 3º: Cultural alrededor del mundo.
—Comunidades pequenas o grandes.
—Comunidades de países trópicales.
—Comunidades de países desérticos.
—Comunidades de países del Norte.
—Comunidades de Montana.
—El hombre muestra su inventiva.
—Como ser buenos ciudadanos.

Grado 4º: El pueblo americano: Como empezo y crecio
—Como se descubrio y se exploró America.
—Como se establecieron y desarrollaron las primeras colonias en Norteamerica.
—Como se establecieron los E.U.A.
—Como se desarrollo esta nación hasta 1900.
—Como se convirtio en una gran sociedad desde 1900.

Grado 5º: Nuestro Mundo: Estudios geográficos y económicos.
—Como se usa la geografia de los Estados Unidos.
—Como usan en Canada su geografia.
—Como America Latina usa la tecnólogia moderna.
—Como la gente de Europa estan desarrollando nuevas relaciones económicas.
—Como los pueblos de Asia o Africa usan su geografia.

Grado 6º: Nuestro Mundo: Civilizaciones del pasado.
—Como aprendemos del pasado.
—Como se desarrollo el hombre moderno.
—Como se desarrollaron las civilizaciones occidentales.
—Como se desarrollaron las civilizaciones pre colombinas.
—Como se desarrollaron las civilizaciones en India.

Introduction To the Culture and Customs of the United States

PAULETTE A. ANDERSON
Bilingual Parent Involvement Program
P.S. 165, P.S. 75, Adult Evening Program: J.H.S. 54

In addition to providing parents with more information about their children's educational system, the Parent Demonstration Project has also given parents an opportunity to learn something about the culture of the United States. This information has enabled them to share in some of the activities that are often a part of a child's education in the U.S.

What follows is a list of materials used int he project that might provide useful information on cultural topics.

TOPIC	MATERIALS
Halloween	Dialog #2 Reading: *Halloween*
Elections	Dialog #3
Thanksgiving	Dialog #5
Dr. Martin Luther King, Jr. Day	Reading: *Martin Luther King, Jr.* Reading: *New National Holiday Honors Dr. King* Record: *The Incredible Year*, produced by CBS News, "Martin Luther King Sermon in Memphis"
Valentine's Day	Dialog #10
American History: Gold Rush	Song: *Clementine* *Clementina* Reading: *Clementine*, from *If You Feel Like Singing*, Alice H. Osman and Jean McConochie, Longman, Inc. 1979.

DIALOG #2

ROSA: Hi, Elena, are you ready for Halloween?
ELENA: No, I'm not.
ROSA: Are you going to buy a pumpkin?
ELENA: Yes, I am. And I'm going to buy candy for the children who come to my house.
ROSA: What about decorations?
ELENA: Decorations are expensive. I'm going to make my decorations.
JUANA: We're going to make a witch, a devil, and a skeleton.
ELENA: And she's going to make a mask at school.
ROSA: What are you going to be for Halloween, Juana?
JUANA: I'm going to be a wicked witch. I'm going to wear a black skirt and black stockings. And a gold blouse with snakes on it.

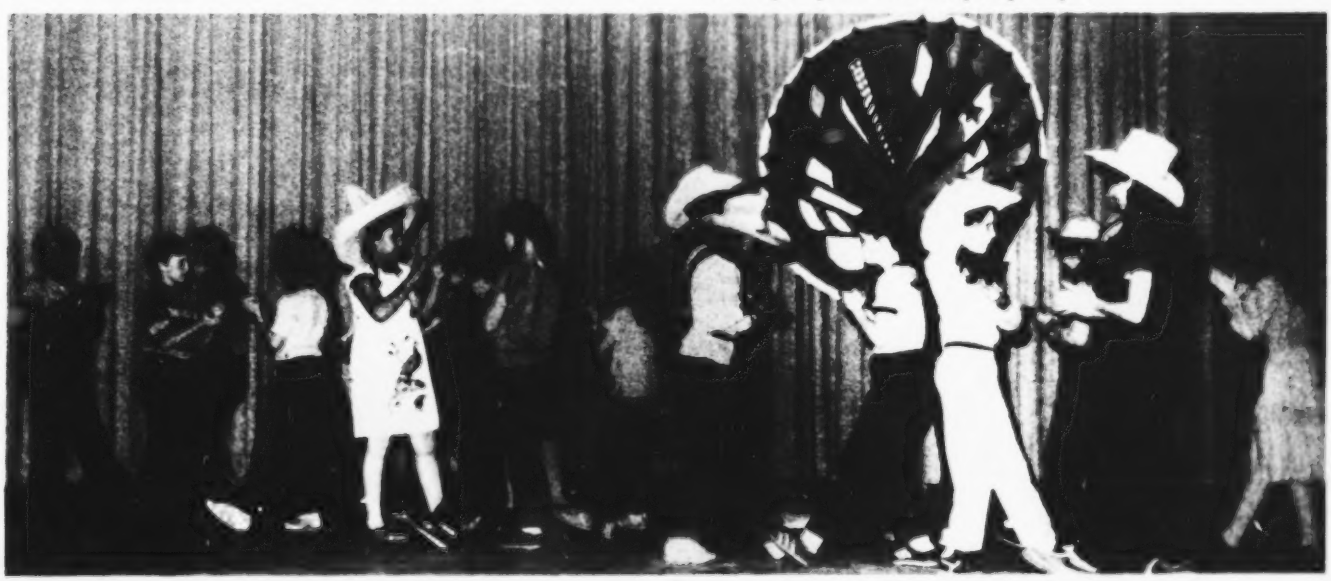
HALLOWEEN

Halloween is a holiday in the United States. It originated in England and Ireland in the Middle Ages (A.D. 476-1450) when it was known as All Saint's Eve. It symbolized the end of summer. Crops and herds had to be protected from evil.

In this country people buy pumpkins and carve faces on them. On Halloween night they put candles inside their pumpkins, so that the faces glow in the dark.

Children wear costumes and go from house to house or from apartment to apartment, calling out "Trick or Treat." Usually, people give them candy or money.

Some adults give Halloween parties, too, because they like to wear elaborate costumes. When Halloween is over, many people use the pumpkins to make pumpkin pie.



Students perform for bilingual parents on Pan-American Day — March 19, 1983.

New National Holiday Honors King

Since Martin Luther King, Jr.'s death in 1968, thousands of people have honored him on his birthday, January 15. Now the U.S. has passed a new law. There will be a national holiday in his honor, starting in 1986. It will be on the third Monday in January.

Martin Luther King, Jr., was a powerful civil rights leader. He wanted to see people of every color live together in peace and equality. His fight for justice started in the South. Thousands of people—black and white—marched with him and listened to him speak. He said, "We must meet hate with love." Martin Luther King, Jr., was awarded the Nobel Peace Prize in 1964.

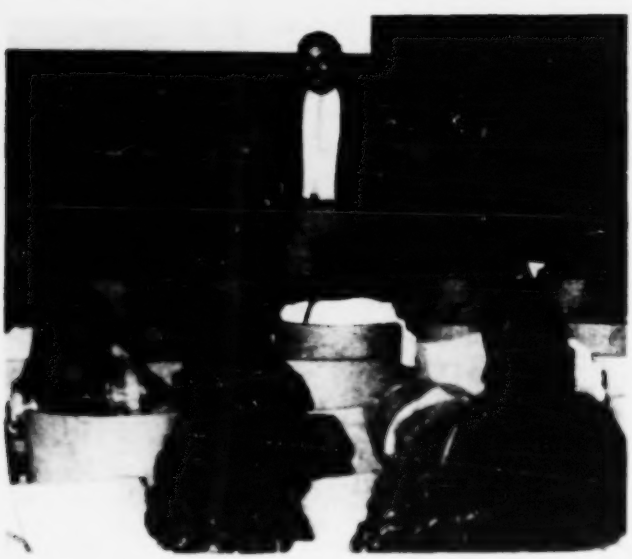
For a play on Martin Luther King, Jr., see page 2.

DIALOG #3

ROSA: Hi, Elena, are you going to vote Tuesday?
ELENA: I don't know. I'm registered, but I lost my card.
ROSA: That's okay. You can still vote.
ELENA: Where do I go?
ROSA: To your polling place. It will be posted in your building on Election day.
ELENA: What do I tell them?
ROSA: Give them your address. They will help you find the right place there.
ELENA: My grandmother voted for Muñoz Marin in Puerto Rico in 1956. But can she vote here?
ROSA: Yes, if she is registered here.
ELENA: She is.
ROSA: Good.
ELENA: Maybe I'll see you Tuesday.
ROSA: We can go over together if you like. Bring your mother, too.
ELENA: Okay, I definitely will.

DIALOG #5

MARIA: Hell, Rosa, where are you going?
ROSA: I'm going to get my turkey for Thanksgiving.
MARIA: Why do they have this holiday here?
ROSA: To give thanks for all the wonderful food we have.
MARIA: My daughter Luz says it started with the Indians.
ROSA: Yes, that's right. The Indians helped the first immigrants to plant food. Without this help, they might have died.
MARIA: What did they eat?
ROSA: Lots of things: Turkey, corn, squash.
MARIA: Where did they get the food? Did they bring grains with them?
ROSA: No. Corn was first grown by the Indians.
MARIA: What about turkey?
ROSA: There were no turkeys in Europe. The Indians raised them here.
MARIA: I think tomatoes were first grown here, too.
ROSA: Yes, the word tomato comes from an Aztec word, tomatl. Tomatoes were grown in Mexico.
MARIA: And so was chocolate.
ROSA: That's right. Goodness! What did people eat before they came here?



PAN-AMERICAN DAY AT P.S. 163—
Mr. Frank Diaz, Department of Consumer Affairs is a presentor.

MARTIN LUTHER KING, JR. (1929-1968)

Martin Luther King, Jr. was born January 15, 1929 in Atlanta, Georgia. A person with an exceptional aptitude for learning, he graduated from Morehouse College in 1948 at the early age of 19. In 1955, he received his Ph.D. from Boston University.

In 1955, he led the Montgomery Bus Boycott to desegregate busses in the South. There were mass arrests, physical attacks, and threats of violence. But a year later, the busses were desegregated.

In August, 1963, he led the March on Washington. 250,000 Americans of all races and faiths joined in a March of Solidarity. This march and other civil rights marches eventually resulted in the National Civil Rights Acts of 1964 and 1965.

In 1964, Dr. King won the Nobel Peace Price at the age of 35. In the late 60's, he was active in the anti-war movement, which was trying to bring an end to the Vietnam War. In 1968, he organized the Poor People's Campaign.

On April 4, 1968, in Memphis, Tennessee, Dr. King was shot and killed by an assassin while talking to his staff on the balcony of the Lorraine Motel.

Dr. King's birthday will be celebrated as a national holiday for the first time on Monday, January 20th, nearly 18 years after his death.

DIALOG #10

RAFAEL: Hi, Maria, what are you doing?
MARIA: I'm looking for Valentines.
RAFAEL: Really? How many do you need?
MARIA: One for my husband. Two for my daughters, Laura and Carolina. One for my mother and father. And one is a secret.
RAFAEL: Let me guess. It's for Victor, your cousin's boyfriend.
MARIA: What are you saing? My cousin Marisol isn't dating Victor anymore.
RAFAEL: Why not? Does she have a boyfriend in Santo Domingo?
MARIA: No, she doesn't. She lives in New York now. In fact, she's going to meet me here soon.
RAFAEL: Stay right here. I'll be back in two minutes.
MARIA: Where are you going?
RAFAEL: You'll see.

MARIA: Here you are, Marisol, right on time.
MARISOL: Let's have lunch at the Caramba restaurant.
MARIA: We have to wait here a few minutes.
MARISOL: Whatever for?
MARIA: I can't say.
MARISOL: How ridiculous. Let's go, I'm so hungry.
RAFAEL: (with heart): Aha! There you are, beautiful Marisol. Happy Valentine's Day to you!
MARISOL: Oh, Rafael, how sweet of you. Would you like to join us for lunch?

CLEMENTINE

This song is known all over the world. South Sea islanders once greeted anthropologist Margaret Mead with it! You have probably sung the chorus a hundred times. But have you ever thought about what it means? The verses of the song tell a story even more ridiculous than that of OH! SUSANNA.

The story is set in the days of the California Gold Rush, when the discovery of gold near Sutter's Fort (now Sacramento) brought thousands of men to California from all over the world. All of them hoped to "strike it rich" by discovering gold, but most found nothing but hardship and poverty (with eggs selling for more than $10 a dozen). Some even had to live in caves because they couldn't afford tents.

Maybe gold miners made up this song to laugh at their troubles; maybe it was written by city people to laugh at the miners. The words you see here were first published in 1863, with a different tune. These same words, with the music we know now, were copyrighted in 1884 by Percy Montrose.

No one knows if Mr. Montrose actually composed the song, or if he simply wrote down the words and music to a song from the mining camps. However, we do know that later generations of campers and students have enjoyed adding further verses—although it has been difficult to match the inspired silliness of the original.

* *Words and expressions you may not recognize:* *

cavern = a cave.
canyon = a steep, narrow valley, sometimes with a river running through it.
excavating = digging.
forty-niner = someone who went to California during the Gold Rush of 1849.
dreadful sorry = "I'm dreadfully (very) sorry."
number nine - The average American woman's shoe size is 7½ or 8. An American size 9 is equivalent to a European size 40.
herring = a kind of fish which is often salted and packed in flat boxes.
topses = tops. (**Topses** sounds like baby talk; the extra syllable is necessary for the rhyme with **boxes**.)
sandals = open shoes worn in warm weather.
Drove she = poetic inversion of She drove. *Drive*, here, means to force to move; this verb is normally used with large animals, so its use here is an example of humorous exaggeration.
ducklings = baby ducks.
splinter = a tiny, thin piece of wood.
foaming brine = swiftly moving salt water, as in the ocean.
ruby = red.
alas = a poetic expression of sorrow and regret.
missed = was lonely for.
little = here, younger.

Like this miner, Clementine's father hoped to find gold among the small stones carried along by a river.

(Illustration: Picture Collection, The New York Public Library)

CLEMENTINE

In a cavern, in a canyon,
Excavating for a mine.
Dwelt a mine, forty-niner,
And his daughter, Clementine.

Oh my darling, oh my darling,
Oh my darling Clementine,
Thou are lost and gone forever,
Dreadful sorry, Clementine.

Light she was, and like a fairy,
And her shoes were number nine.
Herring boxes, without topses,
Sandals were for Clementine.

Oh my darling, oh my darling,
Oh my darling Clementine,
Thou are lost and gove forever,
Dreadful sorry, Clementine.

Drove she ducklings to the water
Every morning just at nine.
Hit her foot against a splinter,
Fell into the foaming brine.

Oh my darling, oh my darling,
Oh my darling Clementine,
Thou are lost and gone forever,
Dreadful sorry Clementine.

Ruby lips above the water
Blowing bubbles soft and fine.
Alas for me she was no swimmer,
Dreadful sorry Clementine.

CLEMENTINA

En un canon, en una caverna,
Explotando una mina.
Vivo minero, buscando oro,
Y su hija, Clementine.

O mi querida, o mi querida
O mi querida Clementina
Para siempre estas perdida,
O, lo siento, Clementina.

Flacita era, como hadita
Con zapatos de gran medida.
Cajas de arenque sin cobiertas
Eran huaraches de Clementina.

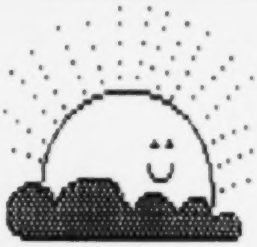
O mi querida, o mi querida
O mi querida Clementina
Para siempre estas perdida,
O, lo siento, Clementina.

Llevo sus patos a la mar-o
Cada manana a las nueve.
Choco el pie contra una astilla
Y se cayo en la salmuera.

O mi querida, o mi querida
O mi querida Clementina
Para siempre estas perdida,
O, lo siento, Clementina.

Labios rojos en el agua
Soplando burbujas muy finas,
Pero no era nadadora,
O lo siento Clementina.

Translated into Spanish by Paulette Henderson



USING COMPUTERS TO TEACH ESL

USING COMPUTERS TO TEACH ESL

Judith J. Thoms
Bilingual Parent Involvement Program
P.S. 84, Manhattan

I have been using computers in my adult ESL class for the past two years, with the idea that the computer programs would make the classes more enjoyable and also give the students a feeling of power and control over their learning. I started out with a simple word processor, and am now using some programs I wrote and several other pieces of software as well. Below is a list of the programs I have been using, along with some comments about what my experience has been, favorable and otherwise.

1. **The Bank Street Writer**, Atari and Apple versions.
   Revised Apple Version recommended.
   Broderbund.

This program is well-known for being a simple, easy-to-use word processor. However, the Atari version (and the first Apple version) were difficult for all but a few of my students to operate, because they make you switch screens any time you want to change something you have written. Since everything else about the word processor was also new to my students (most of them had not had experience typing before), this feature made it necessary for me to be on hand to prompt them nearly all the time they were working on it. This was true even after I had given specific lessons on how to use this feature. The new revised Apple version takes care of this problem, and is improved in various other aspects as well.

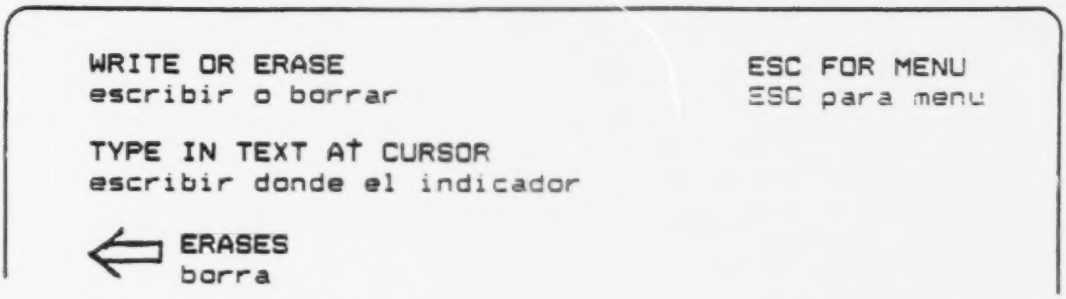
I use the word processor to have students compose on screen, make good copies of things they have written by hand, and load files I have written, so that they can add to them. (Example following page.)

Directions for using the BSW

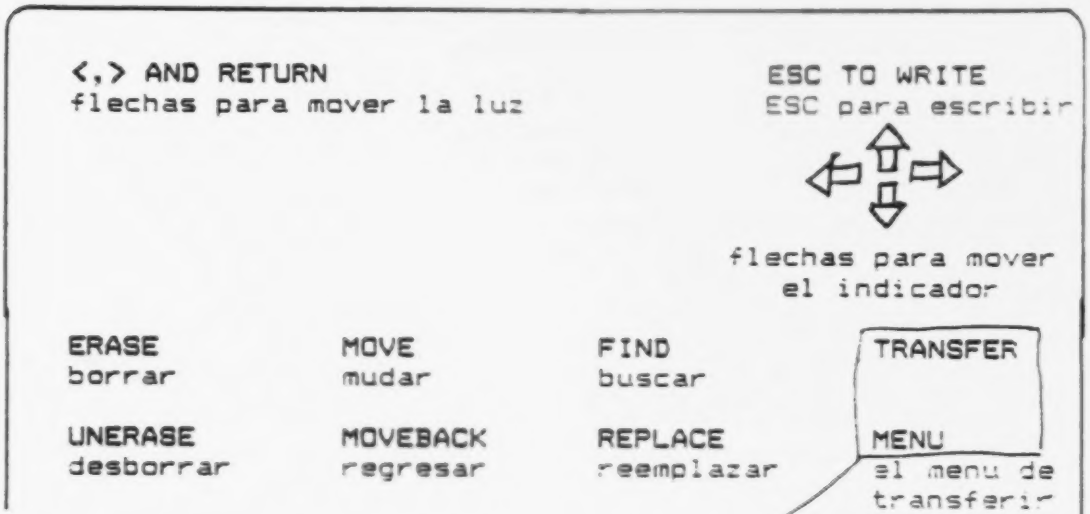
COMO USAR THE BANK STREET WRITER

Tres Modos de Operacion

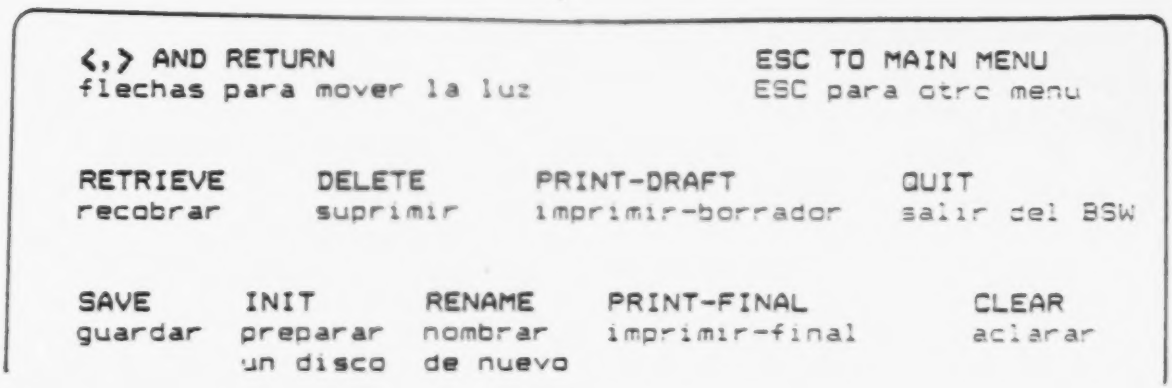
1. El Modo de Escribir (y Borrar)



2. El Modo de Revisar



3. El Modo de Transferir



Translations of terms used in the BSW

THE BANK STREET WRITER

ENTER TEXT--Entre su texto (la pantalla para escribir)

TYPE IN TEXT AT CURSOR--Escriba donde ve el indicador (la cajita blanca)

←, → ERASES-- ←, → borra (Deje presionada la tecla (CONTROL) y presione las flechas indicadas para borrar para atrás o para adelante)

WRITE OR CORRECT--Escribir o corregir
(la misma pantalla como ENTER TEXT)

ESC FOR MENU OR CURSOR MOVEMENT--ESC para el menú o para movimiento del indicador

(,) AND RETURN--Si desea escoger algo en el menu, hay que alumbrar la palabra que desea con las teclas < y >. Cuando llega a la palabra que desea, presione la tecla (RETURN).

Las cuatro flechas indican que puede utilizar las flechas para mover el indicador sin perturbar el texto.

ESC TO WRITE--Para volver a escribir, presione la tecla (ESC).

ERASE--borrar (para borrar una linea o más de su texto)

UNERASE--desborrar (para volver a ver algo que acaba de borrar)

MOVE--mover (para mover una o mas líneas de su texto a otro lugar)

MOVEBACK--mover para atrás (para reponer el texto que acaba de mover)

FIND--hallar (la computadora buscará cualquier palabra en su texto que quiere.)

REPLACE--reemplazar (la computadora cambiará una palabra para otra)

TRANSFER MENU--otro menú que transferirá su texto entero. En este menú, puede guardar su texto, buscar otro archivo, o aclarar la pantalla.

9-25-84
Thoms

The Bank Street Writer

RETRIEVE--para recoger un archivo del disco

SAVE--para guardar un archivo

INIT--para preparar un disco nuevo

DELETE--para borrar un archivo de la memoria del disco

RENAME--para darle otro nombre a un archivo que ya existe

PRINT-DRAFT--para imprimir su texto en una copia que puede corregir facilmente

PRINT-FINAL--para imprimir su texto en una copia final, con líneas largas

QUIT--para borrar The Bank Street Writer de la memoria de la computadora

CLEAR--para clarar la pantalla cuando quiere comenzar un archivo nuevo

I had students load this file, delete the underlined words, and replace them with their own.

My name is Maria. I was born in Peru. I came to this country eight years ago. I have three children.

Two of them go to P.S. 84. Pedro is in Mrs. Segarra's class. Stefan is in Mrs. Hidalgo's class. Zaida is two years old.

The main reason I am studying English is that I want to be able to talk to anyone I meet, not just people who speak Spanish.

There are examples of students' work with the file

My name is Maria. I was born in Mexico.. I came to this country twelve years ago. I have two children.

both of them go to P.S. 84. Silvia is in Mrs. Figueroa's class. Louis is in Miss Pando's class.

The main reason I am studying English is that I want to be able to talk to anyone I meet. I want to help my children with their home work.

A class assignment written on the word processor.

My TYPICAL DAY

I get up, go to my childrens room and wake them up. I brush my teeth and have my coffee.
I make breakfast for my children, dress my daughter for school. I come back home, clean my house, then I go to the supermarket and I pick up my children from school, they come back, have their snack and they do their homework, then watch T.V. They join us for dinner, I wash the dishes, sometime when I'm tired my children help wash the dishes, then all my family watch T.V. or I call my friends and go to bed. Good night.

I love my husband
Myrna

A typical Day

I get up at 6 o'clock in the morning.
I brush my teeth.
I take a shower.
I have my breakfast.
I make my bed.
I dress, then I go to school.
I take my daughter to school.
Then I go shopping.
Then I come back and cook the dinner.
After dinner I wash the dishes and
then I watch T.V. I go to bed.

Florence

2. The Grammar Machine by Irene Dutra

(Bronx Community College
West 181st St.
University Ave.
Bronx, N.Y. 10453)

In this program, the student can choose the Question Maker or the Negative Maker. When the student types in a short statement and then presses RETURN, the program will change it into a question or negative statement in a wonderfully graphic way. For example, if I type

YOU ARE MY BROTHER

the Question Maker will move the word ARE up and to the left, over the word YOU, and put it at the beginning of the sentence. It will also add a large question mark.

ARE YOU MY BROTHER?

The program was designed for students to work in pairs, the idea being to have them predict what the computer will say before they press the RETURN key. In this way, they have to commit themselves in speech, and they have a social as well as intellectual investment in seeing whether or not they predicted correctly, but nothing on the screen tells them they are wrong.

It works very well. Students who work together often have a satisfying "Aha!" reaction when they guess correctly. The only hitch is that if you don't follow the rather strict sentence-writing rules of the program, and write, for example, a sentence with two nouns in the subject, like "Harry Jones is your friend", the computer won't know the difference, and may give you an ungrammatical response, such as "Does Harry Jone is your friend?" This problem can be easily averted if the teacher provides students with a sheet of sentences to type in. (See example on following page.) This practice usually works out best pedagogically anyway, since the program can thus be tied in to the day's lesson.

DIRECTIONS:

1. Type in each sentence.
2. Guess what the question will be. Say it aloud.
3. Press the RETURN key.
4. Compare the computer's answer with yours.

Sentences for students to type in the program

IT IS RAINING.	YOU NEED BOOTS.
IT IS POURING.	YOUR BOOTS ARE IN SCHOOL.
IT IS WINDY.	JANE WANTS HER HAT.
I NEED MY UMBRELLA.	THE HAT IS IN THE CLOSET.

3. -ED Spelling Rules by Irene Dutra

This program teaches students the rules for adding ED to verbs in a game-like, hypothesis-testing format. The core of the program presents four sample verbs at the top of four columns. Each verb is first presented in its base form and is then converted to its ED form. In the case of TALK, the ending ED simply rises from the bottom of the screen and tacks itself onto the end of the verb. For LOVE, ED rises from the bottom of the screen, but the E of ED and the final E of LOVE merge. In the case of TRY, an I rises from the bottom of the screen and replaces the Y; then ED rises to join the other letters. With STOP, another P juts out beside the final P and then ED floats up to finish the word.

The words typed below are an attempt at a sort of stop-frame representation of how it looks, but they give you no idea of the pleasure or the feeling of neatness one gets from watching the moving letters.

```
TALK          LOVE          TRY           STOP
    ED            ED            I             P
                                  ED             ED
```

Depending on which menu option a student chooses, he may watch sample verbs sorting themselves in each column, or sort verbs into the correct columns himself, or type a verb with its correct ED ending and have it float into the proper column. After a student has gotten the wrong answer twice, the word WATCH flashes on the screen, and the right answer is given to him.

There are also sections of the program that contrast easily confused pairs (such as "try" and "play," or "offered" and "preferred"), give practice with rare forms (such as "panicked"), and give the rules, for students who haven't been able to figure them out or who want to check their hunches. Even the rule-giving sections leave something for the students to figure out, since students are required to fill in a word or two in the blanks.

The point of this program is that people don't necessarily have to know how to say what is going on with a spelling rule to acquire an intuition for how it works. They can do this instead by seeing a lot of examples and testing out hunches, in the same way we all acquire language in the first place.

My experience with this program has been very good. It is treated as a game, and students enjoy working on it, alone or in groups. Although the vocabulary is not especially difficult, some of the words (like "deny") do present recognition problems for my beginning students. However, when two or more people are working together, they tend to teach each other.

4. Logo Vocabulary Practice Programs

I wrote some very simple, but surprisingly successful programs in Logo to drill my students on basic verb forms and other vocabulary items. There is no movement on the screen, there are no graphics, and if a student gets a wrong answer, he is told to TRY AGAIN, but not given the correct answer. For example, the screen will say:

TRANSLATE INTO ENGLISH

EL ESTA

The program will accept only HE IS as the correct answer. When this is typed correctly, the student is given a random positive reponse (TERRIFIC!, FINE!, CORRECT! etc.) and goes on to the next item, ELLA ESTA. I had thought that I would revise the program to give students the correct answer after 3 or 4 incorrect tries, but what happened in my class made me decide to leave it as is. What happened was that the student who was repeatedly guessing the wrong answer asked for, and received, help from other students. What also happened, that I couldn't have predicted, was that some students looped through the program four or five times until they announced with pride that they had gotten every item correct. (And this isn't a program that gives percentages at the end.)

So simple things can also be effective. The program made the learning of verb forms less tedious than it might otherwise have been. (I'm including the programming in this report on the offchance that some reader with an ESL class and access to Logo might like to copy or adapt it.)

→ START
c TRANSLATE INTO ENGLISH

c EL ESTA
S HE IS
c EXCELLENT!

c ELLA ESTA
S SHEIS
c SORRY. TRY AGAIN.

c ELLA ESTA
S SHE IS
c FINE!

c NOSOTROS ESTAMOS
S WE IS
c SORRY. TRY AGAIN.

c NOSOTROS ESTAMOS
S WE ARE
c TERRIFIC!

c ELLOS ESTAN
S THEY ARE
c GREAT!

c YO ESTOY
S I AM
c MARVELOUS!

c UD. ESTA
S YOU IS
c SORRY. TRY AGAIN.

c UD. ESTA
S YOUARE
c SORRY. TRY AGAIN.

c UD. ESTA
S YOU ARE
c FINE!

c NO ESTOY
S I AM NOT
c EXCELLENT!

c NO ESTAMOS
S WE AREN'T
c EXCELLENT!

c ELLOS NO ESTAN
S THEY ARENT
c SORRY. TRY AGAIN.

c ELLOS NO ESTAN
S THEY AREN'T
c GOOD!

c TU NO ESTAS
S YOU ARE NOT
c GOOD!

c ELLA NO ESTA
S SHE IS NOT
c GOOD!

c EL NO ESTA
S HE ISN'T
c EXCELLENT!

c DO YOU WANT TO ANSWER
THESE QUESTIONS AGAIN?
TYPE YES OR NO.
S NO
c FIND ANOTHER PERSON TO USE THE COMPUTER
TRANSLATE INTO ENGLISH

c EL ESTA

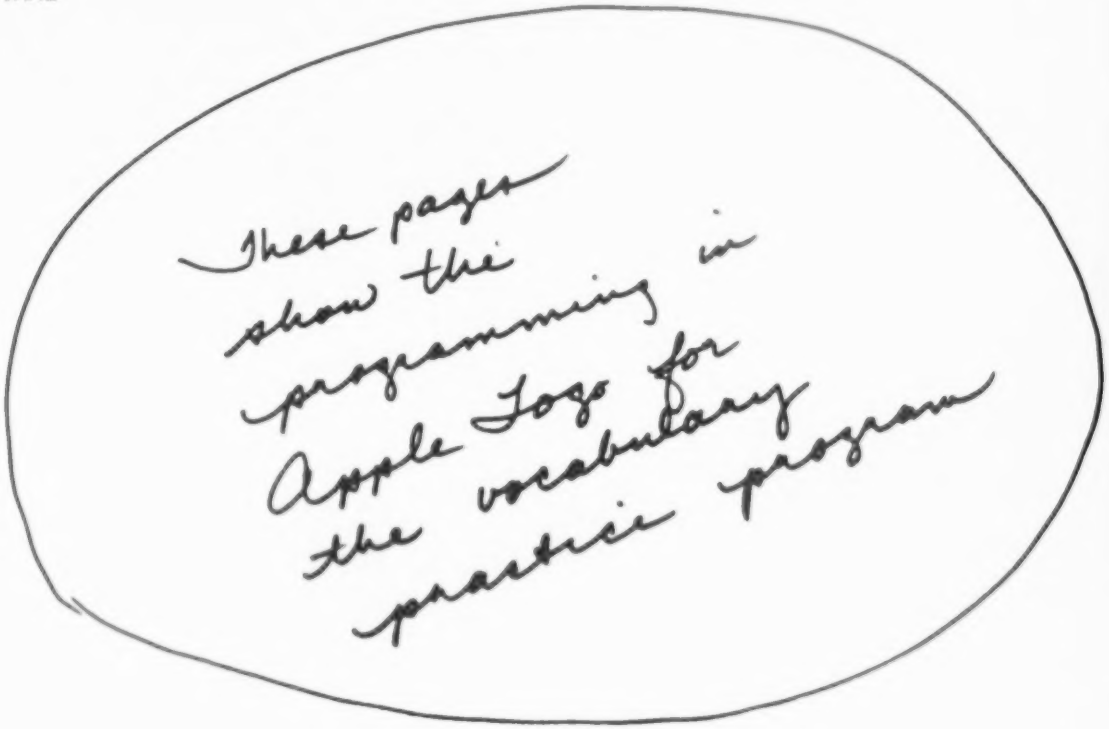
etc.

This shows what a student-computer interaction looks like on the screen.
S = Student
c = Computer

```
TO START
MANYQ
END


TO MANYQ
TEXTSCREEN
CLEARTEXT
PR [TRANSLATE INTO ENGLISH]
Q1
Q2
Q3
Q4
Q5
Q6
Q7
Q8
Q9
Q10
Q11
Q12
LASTQ
END

TO MAKEQ :Q :AN1 :AN2
PR []
PR :Q
MAKE "A RL
MAKE "YES [MARVELOUS! WONDERFUL! EXCELLENT! GREAT! GOOD! RIGHT! YES! FINE! TERRIFIC!]
IF OR :A = :AN1 :A = :AN2 [PR (SE ITEM (1 + RANDOM 9) :YES) STOP]
PR [SORRY. TRY AGAIN.]
MAKEQ :Q :AN1 :AN2
END
```



```
TO LASTQ
PR []
PR [DO YOU WANT TO ANSWER]
PR [THESE QUESTIONS AGAIN?]
PR [TYPE YES OR NO.]
MAKE "B RL
IF :B = [YES] [MANYQ]
IF :B = [NO] [PR [FIND ANOTHER PERSON TO USE THE COMPUTER]]
WAIT 300
MANYQ
END

TO Q12
MAKEQ [EL NO ESTA] [HE IS NOT] [HE ISN'T]
END

TO Q11
MAKEQ [ELLA NO ESTA] [SHE IS NOT] [SHE ISN'T]
END

TO Q10
MAKEQ [TU NO ESTAS] [YOU ARE NOT] [YOU AREN'T]
END

TO Q9
MAKEQ [ELLOS NO ESTAN] [THEY ARE NOT] [THEY AREN'T]
END

TO Q8
MAKEQ [NO ESTAMOS] [WE ARE NOT] [WE AREN'T]
END

TO Q7
MAKEQ [NO ESTOY] [I AM NOT] [I'M NOT]
END

TO Q6
MAKEQ [UD. ESTA] [YOU ARE] []
END

TO Q5
MAKEQ [YO ESTOY] [I AM] []
END

TO Q4
MAKEQ [ELLOS ESTAN] [THEY ARE] []
END

TO Q3
MAKEQ [NOSOTROS ESTAMOS] [WE ARE] []
END

TO Q2
MAKEQ [ELLA ESTA] [SHE IS] []
END

TO Q1
MAKEQ [EL ESTA] [HE IS] []
END
```

5. Logo Computer Conversation Programs

At the beginning of the year, I made a simple Logo program to get students feeling friendly towards the computer, and towards the course. I present it here in the same spirit as the previous program. An ESL teacher who knows a little Logo, or a little BASIC for that matter, can write a simple program like this in about the time it would take to write a ditto master. Students enjoy programs like these. They're in a different medium. They're responsive. Students can work on them together, and see what happens if they type in unexpected responses. And as they go over these programs more than once, either typing answers themselves or reading over somebody's shoulder, they gradually take in the vocabulary.

```
S HI
C GOOD MORNING

C WHAT'S YOUR NAME?
S JUDY
C WELCOME TO ENGLISH CLASS, JUDY !

C DO YOU LIKE TO USE COMPUTERS?
S YES
C GOOD! WE ARE GOING TO USE COMPUTERS.

C DO YOU LIKE TO SING?
S YES
C GREAT. WE WILL SING TOO

C DO YOU LIKE TO WRITE?
S YES
C WONDERFUL!

C HAVE A GOOD YEAR JUDY !
  TO START THIS PROGRAM AGAIN, TYPE HI
S ?HI
C GOOD MORNING

C WHAT'S YOUR NAME?
S MAX
C WELCOME TO ENGLISH CLASS, MAX !

C DO YOU LIKE TO USE COMPUTERS?
S NO
C GIVE YOURSELF SOME TIME.

C DO YOU LIKE TO SING?
S NO
C NEVERMIND. YOU CAN LISTEN.

C DO YOU LIKE TO WRITE?
S NO
C NEVERMIND. YOU CAN TALK TOO.

C HAVE A GOOD YEAR MAX !
  TO START THIS PROGRAM AGAIN, TYPE HI
  ?
```

This shows what a student-computer interaction looks like on the screen.
S = Student
C = Computer

```
TO COMPUTER
PR []
PR [DO YOU LIKE TO USE COMPUTERS?]
MAKE "A1 RL
IF :A1 = [YES] [PR [GOOD! WE ARE GOING TO USE COMPUTERS.] STOP]
IF :A1 = [NO] [PR [GIVE YOURSELF SOME TIME.] STOP]
PR [PLEASE TYPE YES OR NO]
COMPUTER
END

TO WELCOME
PR [GOOD MORNING]
PR []
PR [WHAT'S YOUR NAME?]
MAKE "NAME RL
PR (SE [WELCOME TO ENGLISH CLASS,] :NAME ['])
END

TO SING
PR []
PR [DO YOU LIKE TO SING?]
MAKE "A2 RL
IF :A2 = [YES] [PR [GREAT. WE WILL SING TOO] STOP]
IF :A2 = [NO] [PR [NEVERMIND. YOU CAN LISTEN.] STOP]
PR [PLEASE TYPE YES OR NO]
SING
END

TO WRITE
PR []
PR [DO YOU LIKE TO WRITE?]
MAKE "A3 RL
IF :A3 = [YES] [PR [WONDERFUL!] STOP]
IF :A3 = [NO] [PR [NEVERMIND. YOU CAN TALK TOO.] STOP]
PR [PLEASE TYPE YES OR NO]
WRITE
END

TO YEAR
PR []
PR (SE [HAVE A GOOD YEAR] :NAME ['])
PR [TO START THIS PROGRAM AGAIN, TYPE HI]
STOP
END

TO HI
CLEARTEXT
WELCOME
COMPUTER
SING
WRITE
YEAR
END

?x
```

WELCOME
P.S.
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Suggested Readings

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